

2004-2005 Annual

CONSOLIDATED APPLICATION

For ESEA Federal Programs Title I, Part A; Title II, Part A; Title II, Part D; Title IV, Part A; Title V, Part A; Title VI, Part B, Subpart 1; Title VI, Part B, Subpart 2

Due date: Submit no later than May 30, 2004

Project Year: July 1, 2004- September 30, 2005

AR Name
District Name
Mailing Address
E-mail
Telephone
CO LE

Applications submitted no later than May 30, 2004, will be approved to begin July 1, 2004. Applications submitted after May 30, 2004, will be considered based on availability of funds. Funds for Title I, Title II, Title IV, Title V, and Title VI will be available until September 30, 2004. Payments will begin after final approval is obtained and the Cash Request Form has been received. (Exception: Approved Title I projects will receive an automatic first payment.)

General Project Information: This is the annual portion of the consolidated application for participation in federal programs prescribed under the Elementary and Secondary Education Act (ESEA), as amended by the "No Child Left Behind Act of 2001" (Public Law 107-110).

This application includes basic financial and program information and will be completed in its entirety ONLY by districts that receive and manage program funds (prime applicant districts) for any of the listed federal programs: Title I, Part A—Improving Basic Programs; Title II, Part A—Teacher and Principal Training and Recruiting Fund; Title II, Part D—Educational Technology; Title IV, Part A—Safe and Drug-Free Schools and Communities; Title V, Part A—Innovative Programs; Title VI, Part B, Subpart 1—Small Rural Schools; and Title VI, Part B, Subpart 2—Rural Low-Income Schools.

PRIME APPLICANT: The Consolidated Application requires a <u>single</u> legal entity prime applicant for the application. A "prime applicant" is the legal entity that files the application, receives and manages program funds, and ensures funds are audited in accordance with federal requirements.

| are addited in accordance with rederal requirements. | | | | | | | | | | | |
|--|---|---|--|--|--|--|--|--|--|--|--|
| The Prime Applicant District identified above is applying for the following program funds: | | | | | | | | | | | |
| ☐ Title I, Part A ☐ Title II, Part A | ☐ Title II, Part D | ☐ Title IV, Part A | | | | | | | | | |
| ☐ Title V, Part A ☐ Title VI, Part B, St | ubpart 1 Title VI, Part B, Subpart SRS) (RLI) | 2 Title VI, Part A, Subpart 2 (Transferability) | | | | | | | | | |
| tion for the 2002-03 school year, and no c submittal. Further, the Board of Trustees h Program Assurances for those programs i | Signature Information: The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of the projects/programs listed above. | | | | | | | | | | |
| Signature | Superinter Principal (| if there is no Superintendent) | | | | | | | | | |
| Designated Authorized Representative for ESEA Consolidated Application DATE: County Superintendent (if there is no Superintendent) Superintendent or Principal) Approved Exception | | | | | | | | | | | |
| NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative. This responsibility may be assumed by the Chairperson of the Board of Trustees if requested in writing to Nancy Coopersmith at the address shown at the top of this page. | | | | | | | | | | | |



Linda McCulloch, Superintendent Office of Public Instruction Office of Public Instruction **Project Information Sheet** ESEA Title I, Part A

| I. Preliminary | Allocation |
|----------------|------------|
|----------------|------------|

| | y Alloca | ition | | | |
|--|--|---|------------------------------------|--|--|
| District Name | | Legal Entity: | County | Code: | |
| Title I, Part A, I | mproving | g Basic Programs: | | | |
| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation | |
| | | | | | |
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| | | | | | |
| | | | | | |
| I. Prime App | olicant F | Project and Participant Information | | | |
| | | | | | |
| Check the b | ox if ther | e are no changes in prime applicant or participants. | | | |
| PROJECT CHA /ear. | NGE. Re | eview the project structure (e.g., prime applicant district, cons | sortium members | ship) from last | |
| CHANGE DETA | | | | | |
| | | Number and District Name:ant for a consortium must be a school district. | | | |
| | | ant must receive the grant and spend it directly for project ex | nenditures | | |
| • | | | perialitares. | | |
| The prin | ne applic | ant has to be consistent throughout all the title programs. | • | | |
| The prir Remove the foll | ne applica owing leg | ant has to be consistent throughout all the title programs. al entities from the project: tities to the project: | • | | |
| The prir Remove the followin | ne applica owing leg g legal er | al entities from the project: ntities to the project: | • | | |
| The prir Remove the followin | ne application app | al entities from the project: ntities to the project: | • | | |
| The prir Remove the followin III. Project Di Project Director: | ne application app | al entities from the project: Information Telephone: | • | | |
| The pring The pring The pring The Pring The Project Director: Title: | ne application app | al entities from the project: htities to the project: Information Telephone: Fax: | • | | |
| The pring The pring The pring The Pring The Indian The | ne application app | al entities from the project: Information Telephone: | • | | |
| The pring The pring Remove the following Add the following Project Director: Title: E-mail Address: Check the back the project Director: Check | ne application app | al entities from the project: | • | | |
| The pring The pring Remove the following Add the following III. Project Directors Title: E-mail Address: Check the back the project Project | ne application app | al entities from the project: Information Telephone: Fax: Address: e are no changes in project director. tor Information to:Telephone: | | | |
| The pring The pring Remove the following Add the following III. Project Director: Title: Check the back the project Title: Change the Project Title: | ne application app | al entities from the project: | | | |

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |
|-------------------|--------------------|----------------|-----------------------------------|---|
| | | | | |

ESEA Title I, Part A—Directions for Selection of Eligible Attendance Areas (Schools) and Determination of Allocation for Each Area (School)

Complete pages 4 and 5 for each legal entity district. For example, pages 4 and 5 for Havre Elementary District (LE 0427) and pages 4 and 7 for Havre High School District (LE 0428). A K-12 district such as Superior (LE 0579) would complete pages 4 and 7 for all schools. Determine An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to if ranking allocate funds to schools in rank order. No ranking requirements, determination of districtwide average or determiis needed. nation of per pupil expenditure is necessary. These LEAs may fund schools according to the size and scope of the program. However, separate budgets for each school in these districts must be maintained internally by the district. All other LEAs with enrollment of 1,000 students or more must rank schools and allocate funds according to the directions below. These districts must also maintain separate budgets (internally) for each school served. If ranking Measure may be: is required, The number of children ages 5-17 in poverty from the Census (not available by school). select The number of children eligible for free/reduced lunch or free milk. low-income The number of children in families enrolled in FAIM or other welfare. measure. The number of children eligible to receive Medicaid. A composite of the above (must be weighted). Calculate the percentage of children from low-income families in the LEA as a whole. Fill in totals and averages in 3. Determine boxes across in each box in the top row for columns b, c and d. Eligible attendance areas are those in which the percentage of children from low-income families is at least as high as the percentage of the LEA as a whole. "eligible Exceptions: attendance areas." Any school attendance area may be designated as eligible if at least 35 percent of the children are from lowincome families. An LEA may skip and not serve an eligible attendance area if: (1) the school meets the comparability requirements of Section 1120A(c); and (2) the school is receiving supplemental funds from other state or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I. 4. Determine **Set-Asides** The LEA must reserve sufficient funds to provide comparable services to children in local institutions for neglected if all eligible children, if any, and, where appropriate, for homeless children not attending participating schools, and schools can neglected and/or delinquent children in community day school programs. if any. Administrative funds for central office expenses related to Title I must also be reserved, if needed. (Indirect at the rate approved for the district by be funded. OPI can also be taken to cover some of these costs.) See page 4 for information on additional set-asides that may apply. **Use of Low-Income Measure** Funds must be allocated to eliqible school attendance areas or eliqible schools in rank order based on the total number of children from low-income families in each area or school. Feeder pattern data may be used for middle schools and high schools. **Attendance Areas Below 35 Percent Poverty Rate** When an LEA serves one or more schools with a poverty percentage less than 35 percent, the LEA must allocate to each funded school at least 125 percent of the per pupil amount of total funds received, based on the low-income measure selected by the LEA. If LEA's allocation is insufficient to fund all eligible attendance areas, go to Step 5. 5. Determine **Schools Above 75 Percent Poverty Rate** eligible The LEA first must allocate funds to eligible school attendance areas at or above 75 percent poverty rate in rank schools to order regardless of grade span. fund. Remaining funds If funds remain after serving all eligible school attendance areas at or above 75 percent, the LEA may rank the remaining eligible school attendance areas either districtwide or by grade span and then serve in rank order. If ranking remaining areas districtwide, the districtwide poverty average must be used. If ranking by grade span groupings, the

LEA may use 1) the districtwide poverty average, or 2) the grade span poverty averages from the respective grade span groupings. If an LEA has no school attendance areas above 75 percent poverty, the LEAs may rank districtwide

NOTE: The district may continue to serve for one additional year an ineligible school that was eligible the previous year.

Also, please designate amounts for services to private school students if any are participating.

or by grade span groupings.

ESEA Title I, Part A—Selection of Eligible Schools and **Determination of Allocation for Each School**

Use for Elementary District Only

Prime Applicant District:___ **Adjusted Title I Allocation** Total Title I Allocation for LEA Use separate page for each district that receives an allocation, i.e., elementary, high school, or K-12 district (according to legal entity or LE). **District Set-Asides** 1. Amount withheld by LEA for districtwide Funds withheld at the district level must benefit all participating schools and must be determined in consultation with personnel and parents from participating schools. costs. including any participating nonpublic schools. 5 percent (at least) for Professional Funds must be used to first assist any Title I teacher and then any teacher in a Title I Development (Required unless all teachers school to become highly qualified, as needed, to meet new requirements of the No Child Left and paraprofessionals in Title I schools are Behind Act. Funds may also be used to assist instructional paraprofessionals, paid with Title I funds, or any instructional paraprofessional in a schoolwide program to meet the highly qualified.) requirements of the No Child Left Behind Act. A minimum set-aside of 1 percent is required if the district's Title I allocation is \$500,000 or Parent Involvement more. (show only 5 percent of the required 1 percent). Only 5 percent of these funds may be used at the district level. Ninety-five percent of 1 percent of the funds for parent involvement must be included in the sub-allocation to a participating school. Homeless or Neglected Programs See directions on page 3, number 4. Set-aside for Public School Choice and/or If one or more Title I schools are identified for improvement, set-aside 20 percent of the Supplemental Education Services district's allocation unless a lesser amount is needed or funds to meet the 20 percent requirement will come from other sources. Amount of funds available for sub-allocation to eligible schools. Use this per pupil amount if all schools served have Use this per pupil amount if any school served has less than Specify Poverty Measure Used: (i.e., free and reduced 35 percent or greater poor count. 35 percent poor count. (Poverty measure and enrollment used on page 5 must Amount No. of Poor Total No. of reflect same month) Available to Students in Per Pupil Total Poor Students Per Pupil Month Used: Schools After Eligible Schools Amount LEA in District 125% Amount Complete if a varying per pupil amount will be used for different grade spans. Set-asides (Include Private) Allocation (Include Private) Enrollment Per Pupil amout No. Poor Students ____ ÷ ____ = \$ X 1.25 LEAs having under 1,000 students or only one school LEAs having under 1,000 students or only one school per per grade span do not have to complete this section, but grade span do not have to complete this section, but must must complete the rest of this form to indicate which complete the rest of the following page to indicate which schools will be served and the allocation for each although schools will be served and the allocation for each although ranking and per student amounts do not have to be ranking and per student amounts do not have to be

observed.

observed.

ESEA Title I, Part A—Selection of Eligible Schools and **Determination of Allocation for Each School**

Prime Applicant District:___

Use for HS or K12 Districts Only

Adjusted Title I Allocation Total Title I Allocation for LEA Use separate page for each district that receives an allocation, i.e., elementary, high school, or K-12 district (according to legal entity or LE). **District Set-Asides** Funds withheld at the district level must benefit all participating schools and must be 1. Amount withheld by LEA for districtwide determined in consultation with personnel and parents from participating schools. costs. including any participating nonpublic schools. 5 percent (at least) for Professional Funds must be used to first assist any Title I teacher and then any teacher in a Title I Development (Required unless all teachers school to become highly qualified, as needed, to meet new requirements of the No Child Left and paraprofessionals in Title I schools are Behind Act. Funds may also be used to assist instructional paraprofessionals, paid with Title I funds, or any instructional paraprofessional in a schoolwide program to meet the highly qualified.) requirements of the No Child Left Behind Act. A minimum set-aside of 1 percent is required if the district's Title I allocation is \$500,000 or Parent Involvement more. (show only 5 percent of the required 1 percent). Only 5 percent of these funds may be used at the district level. Ninety-five percent of 1 percent of the funds for parent involvement must be included in the sub-allocation to a participating school. Homeless or Neglected Programs See directions on page 3, number 4. Set-aside for Public School Choice and/or If one or more Title I schools are identified for improvement, set-aside 20 percent of the Supplemental Education Services district's allocation unless a lesser amount is needed or funds to meet the 20 percent requirement will come from other sources. Amount of funds available for sub-allocation to eligible schools. Use this per pupil amount if all schools served have Use this per pupil amount if any school served has less than Specify Poverty Measure Used: (i.e., free and reduced 35 percent or greater poor count. 35 percent poor count. (Poverty measure and enrollment used on page 5 must Amount No. of Poor Total No. of reflect same month) Available to Students in Per Pupil Total Poor Students Per Pupil Month Used: Schools After Eligible Schools Amount LEA in District 125% Amount Complete if a varying per pupil amount will be used for different grade spans. Set-asides (Include Private) Allocation (Include Private) X 1.25 = \$ LEAs having under 1,000 students or only one school

per grade span do not have to complete this section, but must complete the rest of this form to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.

LEAs having under 1,000 students or only one school per grade span do not have to complete this section, but must complete the rest of the following page to indicate which schools will be served and the allocation for each although ranking and per student amounts do not have to be observed.

| Grades | Enrollment | No. Poor Students | Per Pupil amout |
|--------|------------|-------------------|-----------------|
| | | | |
| | | | |
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ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

Schools in Elementary District Only

| Prime | Applicant Dist | rict: | | |
|-------|----------------|-------|------|--|
| CO: | 1 | LE: | | |

ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain <u>separate budgets</u> for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.

| (a) | (b) Enrollment | | | | | | | | (d) | (e) | (f) | (g) | (h) |
|--|-------------------|---------|-------|--------|---------|-------|-----------------|---|---|-------------------------------|--------------------------------|-----|-----|
| List <u>ALL</u> Public Schools in the Elementary District | | | | | | | | Schoolwide = 1 | Attendance | Allocation | Allocation ⁽²⁾ | | |
| in the Elementary District | | Φ | | | Φ | | | Targeted Assistance = 2 Eligible/Not | Area Allocation (No. Poor Multiplied by | Generated by Public School | Generated by Private School | | |
| Complete next pages as necessary | Public | Private | Total | Public | Private | Total | Percent Poor | Participating = 3 Not Eligible = 0 | Per Pupil Amount From Page 4) | Poor Children | Poor Children | | |
| District Totals/Averages | | | | | | | | | , , , , , , , , , , , , , , , , , , , | | | | |
| Name of Public School & Grades | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |

List below any nonpublic school to be served, if any. Funds must be listed in column (h) above in appropriate attendance areas. List below amount for services to each nonpublic school or the amount in the total pool of funds for services to <u>all</u> nonpublic schools to be served.

Notes

- (1) It is important to obtain a poor child count for kindergarten so that those children generate Title I funds for their school. The count may be calculated as a percentage of the actual count of students in subsequent grades.
- (2) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (a) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (b) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school. In either case, private school children must reside in eligible attendance areas in order to generate allocation amounts for private schools.

ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

Additional Schools in Elementary District (Use this page as necessary.)

| Prime | Applicant Dis | trict: | |
|-------|---------------|--------|---|
| CO: | | LE: | _ |

ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain <u>separate budgets</u> for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.

| (a) | E | (b) nrollme | ent | N | (c) o. of Po | oor ⁽¹⁾ | (d) | (e) | (f) | (g) | (h) |
|--|--------|----------------|-------|--------|-----------------|--------------------|-----------------|--|--|---|---|
| List ALL Public Schools in the Elementary District Complete next pages as necessary | Public | Private | Total | Public | Private | Total | Percent Poor | Schoolwide = 1 Targeted Assistance = 2 Eligible/Not Participating = 3 Not Eligible = 0 | Attendance Area Allocation (No. Poor Multiplied by Per Pupil Amount From Page 4) | Allocation Generated by Public School Poor Children | Allocation ⁽²⁾ Generated by Private School Poor Children |
| District Totals/Averages | | | | | | | 1 001 | Not Eligible = 0 | 1 Tolli 1 age +) | Offiliateri | Offilareri |
| | | | | | | | | | | | |
| Name of Public School & Grades 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
| 11 | | | | | | | | | | | |
| 12 | | | | | | | | | | | |
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| 24 | | | | | | | | | | | |
| 25 | | | | | | | | | | | |
| 26 | | | | | | | | | | | |

ESEA Title I, Part A—Selection of Eligible Schools and Determination of Allocation for Each School

Schools in High School or K-12 District Only

| Prime Applicant D | strict: |
|-------------------|---------|
| CO: | LE: |

ALLOCATION TO ELIGIBLE SCHOOLS: The district must maintain <u>separate budgets</u> for each school's allocation as shown below. However, if the district enrollment is less than 1,000 students or there is only one school per grade span, the district may determine which schools to serve and the allocation to each without regard to the ranking and formula provisions described on page 3.

| (a) | (b) Enrollment | | | | (c) No. of Poor ⁽¹⁾ | | (d) | (e) | (f) | (g) | (h) |
|--------------------------------|-------------------|-----------|-------|----------|-----------------------------------|----------|---------|-------------------------|-------------------------|---------------|---------------------------|
| List ALL Public Schools | | | | | | | | Schoolwide = 1 | Attendance | Allocation | Allocation ⁽²⁾ |
| in the K12 or HS District | | | | | | | | Targeted Assistance = 2 | Area Allocation | Generated by | Generated by |
| Complete next pages | <u>:</u> | Private | = | <u>:</u> | Private | = | | Eligible/Not | (No. Poor Multiplied by | Public School | Private School |
| as necessary | Public | ļ. Li≧ | Total | Public | Ϊ | Total | Percent | Participating = 3 | Per Pupil Amount | Poor | Poor |
| us necessary | ш | ш | - | ш | ш | — | Poor | Not Eligible = 0 | From Page 4) | Children | Children |
| District Totals/Averages | | | | | | | | | | | |
| Name of Public School & Grades | | | | | | | | | | | |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |

Notes

- (1) It is important to obtain a poor child count for kindergarten so that those children generate Title I funds for their school. The count may be calculated as a percentage of the actual count of students in subsequent grades.
- (2) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (a) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (b) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school. In either case, private school children must reside in eligible attendance areas in order to generate allocation amounts for private schools.

| Prime A | pplicant District: | CO: | _ LE: |
|---------|---|--|--|
| wi | nis plan is coordinated with other programs under the No Child Left Beh th Disabilities Education Act, the Carl D. Perkins Vocational and Technomeless Assistance Improvements Act of 2001, and other Acts as appro Yes No | nical Education A | |
| | achievement standards and to provide information to teachers, paren made toward meeting the State student academic achievement stand to assist in diagnosis, teaching and learning in the classroom in ways served under Title I, Part A to meet State student achievement acade curriculum; | ons: in meeting state s ints, and students o dards; is that best enable emic standards ar it A so that such ch or who are having | tudent academic on the progress being low-achieving children and do well in the local hildren meet the State |
| a. | te the academic assessments and indicators described in item 2 a used for any of the following: in lieu of the academic assessments required under section 1111(b)(3) tors under section 1111(b)(2) of NCLB; or to reduce the number of, or change which, schools would otherwise be corrective action, or restructuring under section 1116 of NCLB, if such tors were not used but such assessments and indicators may be use school improvement or in need of corrective action or restructuring. |) and other State a be subject to school additional assess | academic indica- pol improvement, sments or indica- |
| | | | |

| Pr | ne Applicant District: CO: LE: |
|----|--|
| 3. | If the district wishes to add any "other indicators" to which it wishes to hold itself and its schools accountable for under AYP in addition to the indicators used by the state (attendance rate K-8 and graduation rate 9-12), describe the additional indicators. |
| | |
| 4. | Describe how the district will provide additional educational assistance to individual students assessed as needing nelp in meeting the State's challenging student academic achievement standards (e.g., What will constitute the Title , Part A program assistance?) |
| | |
| 5. | Describe the strategy the district will use to coordinate programs under Title I, Part A with programs under Title II to provide professional development for teachers and principals, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff as required. |
| | |
| 6. | Describe how the district will coordinate and integrate services provided under Title I, Part A with other educational services at the district or individual school level such as a. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and b. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. |
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| Prir | me Applicant District: | CO: | LE: |
|------|--|--|--|
| 7. | Describe how teachers, in consultation with parents, administrators, and pupi assistance schools will identify the eligible children most in need of services. | l services pers | onnel, in targeted |
| | | | |
| | | | |
| | | | |
| 8. | Provide a general description of the nature of the programs to be conducted a sistance schools and, where appropriate, educational services outside such a institutions for neglected or delinquent children, and for neglected and delinquent school programs. | schools for chile | dren living in local |
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| | | | |
| | | | |
| 9. | Describe how the local educational agency will ensure that migratory children who are eligible to receive services under Title I, Part A are selected to receive as other children who are selected to receive services. | | |
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| | | | |
| 10. | . If appropriate, describe how the district will use funds under Title I, Part A to so children particularly children participating in Early Reading First, or in a Head which services may be provided directly by the district or through a subcontrated agency designated by the Secretary of Health and Human Services under set or an agency operating an Even Start program, an Early Reading First program early childhood development program. | Start or Even s act with the loca ction 641 of the | Start program, al Head Start e Head Start Act, |
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| Prime Applicant District: | CO: | _ LE: |
|---|-----------------------------|-------------------------|
| 11. Describe the actions the district will take to assist its low-achievin under Title I, Part A, if any. | g schools identified in nee | ed of improvement |
| | | |
| | | |
| | | |
| 12. Describe how the district will meet the requirements for highly quatained in section 1119 of NCLB. | alified teachers and parap | professionals con- |
| | | |
| | | |
| | | |
| 13. Describe the services the district will provide homeless children, i served on page 4. | ncluding services provide | d with funds re- |
| | | |
| | | |
| | | |
| 14. Describe the strategy the district will use to implement effective p 1118 of NCLB. | arental involvement as red | quired by section |
| | | |
| | | |
| | | |
| 15. Where appropriate, describe how the district will use funds under before school and summer school) and school-year extension pro- | | after school (including |
| | | |
| | | |
| | | |
| | | |

ESEA Title I, Part A—Annual Budget 2004-2005

CFDA 84.010A

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005. For Title I, separate budget pages must be prepared for the elementary and high school funds unless the budgeting/fiscal unit is a K-12 district (legal entity).

Use this budget page only for the Elementary District _____(Legal Entity) Use page 13, if needed for a high school or K-12 district.

Use the allocation amounts provided by OPI to complete the Proposed Budget column. Directions for calculating the maximum indirect cost amount for Box 4 are found on Appendix A of this form. The maximum allowable carryover for districts with allocations of \$50,000 or more is 15 percent of the previous year's allocation. The 15 percent carryover limitation will be applied as of September 30. Requests for waivers to the 15 percent limit may be requested once every three years and must be made in writing by June 1. Contact the OPI Title I specialist assigned to this project for directions. Districts with allocations of less than \$50,000 are not limited to 15 percent carryover, but OPI may determine the district has excess carryover.

| | Prime Applicant District: | | | | LE: | | |
|--------------------------------|---|-----------------|--------------------|-------------------|-------------------|-------------------|--|
| В | Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 | |
| Salaries ar Objects 1x | | | | | | | |
| Operating Objects 3x | Expenses x, 4xx, 5xx, 6xx, 8xx | | | | | | |
| 3. SUB-TOTA | AL DIRECT COSTS | | | | | | |
| 4. Indirect Co (See Appe | sts @% ndix A for directions.) | | | | | | |
| 5. Equipment 5a. Describe E | (\$5,000 or more per unit) equipment | | | | | | |
| 6. TOTAL BU | IDGET | | | | | | |
| 7. OPI Use O | nly: Approved By/Date | | | | | | |
| Project No. | | | Project/Budget App | roved Buc | dget Approved | Date | |
| The fina | OPI USE ONLY (at time of fiscal closeout of previous year's project) The final determination of fiscal year 2004 Title I carryover funds has been completed. The final amount of has been amended into this budget. The most recent approved budget amount is the total available for this project year as of this date. Signed: Date | | | | | | |
| | | Signed | <u> </u> | | Date | | |

For assistance with program questions contact Gwen Smith, (406) 444-5660, gsmith@state.mt.us and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@state.mt.us.



Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

ESEA TITLE I, PART A ELEMENTARY DISTRICT BUDGET EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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ESEA Title I, Part A—Annual Budget 2004-2005

CFDA 84.010A

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005. For Title I, separate budget pages must be prepared for the elementary and high school funds unless the budgeting/fiscal unit is a K-12 district (legal entity).

| | Use this budget pag | e only for the l | High School Dis | strict OR K-12 D | eistrict(Le | egal Entity) |
|---------------|--|---|--|--|--|--|
| p lir C | se the allocation amounts provided by O endix A of this form. The maximum allow mitation will be applied as of September ontact the OPI Title I specialist assigned hine the district has excess carryover. Prime Applicant District Distric | able carryover for districts 30. Requests for waivers to this project for direction | with allocations of \$50,000 to the 15 percent limit may | or more is 15 percent of the be requested once every t | previous year's allocation. hree years and must be m t limited to 15 percent carry | The 15 percent carryover ade in writing by June 1. vover, but OPI may deter- |
| | Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
| | Salaries and Benefits Objects 1xx, 2xx | | | | | |
| | 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | |
| | 3. SUB-TOTAL DIRECT COSTS | | | | | |
| | 4. Indirect Costs @% (See Appendix A for directions.) | | | | | |
| | 5. Equipment (\$5,000 or more per unit) 5a. Describe Equipment | | | | | |
| | 6. TOTAL BUDGET | | | | | |
| | 7. OPI Use Only: Approved By/Date | | | | | |
| Pr | oject No. | | Project/Budget App | roved Bu | dget Approved | Date |
| | | | | | | |
| | OPI USE ONLY (at time of fiscal clo The final determination of fiscal yea amended into this budget. The mos | r 2004 Title I carryover fur | nds has been completed. Th | | | has been |
| | | Signed | | | Date | |

For assistance with program questions contact Gwen Smith, (406) 444-5660, gsmith@state.mt.us and ask for the OPI Title I specialist assigned to this project. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@state.mt.us.



Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

ESEA TITLE I, PART A HS or K12 DISTRICT BUDGET EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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2004-05 Annual Consolidated Application Project Information Sheet ESEA Title II, Part A

| I. Preliminary | Alloca | tion | | | | | |
|---|--|--|--|--|--|--|--|
| District Name | District Name Legal Entity: | | | | | | |
| Title II, Part A, 1 | eacher a | and Principal Training and Recruiting Fund: | | | | | |
| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation | | | |
| | | | | | | | |
| II. Prime App | II. Prime Applicant Project and Participant Information | | | | | | |
| Check the b | ox if there | e are no changes in prime applicant or participants. | | | | | |
| PROJECT CHA | NGE. Re | eview the project structure (e.g., prime applicant district, consc | ortium members | ship) from last | | | |
| Notes: The prim The prim The prim Remove the follo | cant LE Ine applicate appl | Number and District Name:ant for a consortium must be a school district. ant must receive the grant and spend it directly for project expant has to be consistent throughout all the title programs. al entities from the project: | | | | | |
| III. Project Di | rector l | nformation | | | | | |
| Project Director: Title: E-mail Address: Check the be | Title: Fax: | | | | | | |
| Project [Title: | Director:_ | tor Information to: Telephone: Fax: Address: City: State | | | | | |
| IV. Final Allo | cation (| OPI USE ONLY) | Final | Final | | | |

Prime App Name

Federal Consolidated Application School Year 2004-2005

App

LE

Project

Number

Total

Project

Allocation

Allocaton

for this LE

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
|---------------------------|-----|-----|

ESEA TITLE II, PART A INFORMATION

Purpose. The purpose of ESEA Title II, Part A is to increase student achievement by:

- · Improving teacher and principal quality, and
- Increasing the number of highly qualified teachers and principals in schools.

Requirements for Title II, Part A Activities. Districts must use Title II, Part A funds to measurably raise student achievement, particularly the achievement of low-performing students. Applicants must show that the activities carried out under Title II, Part A are:

- Tied to challenging state and local standards, and
- Based upon a review of scientifically based research, and
- Have a substantial, measurable, and positive impact on student achievement.

All activities must be based upon:

- The Five-Year Comprehensive Education Plan data and goals,
- · Scientifically researched practices,
- · Disaggregated data, and
- Targeting the lowest performing schools, teachers, and students.

These activities must be used as part of a broader strategy to eliminate the achievement gap that separates the low-income and minority students from other students. Professional development activities must be coordinated with other federal, state, and local programs.

Non-supplanting Requirement. Expenditures must supplement, not supplant (replace) district funding responsibilities.

<u>Serving Nonpublic Schools</u>. Nonpublic schools, including home schools, must be invited to participate in the services of federal programs. Nonpublics may receive **only professional development** under Title II, Part A.

<u>Professional Development Requirements</u>. Districts must ensure the professional development needs of teachers and principals are met by including them, as well as parents, in needs assessment and planning. In addition to meeting the above criteria, professional development must be regularly evaluated for effectiveness, and must not be isolated one-day conferences or workshops. Training provided must be in the core content area taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom practice and student learning. Ongoing, sustained, intensive, high-quality professional development must be provided to change classroom practice to raise student achievement.

Local Needs Assessment Required. Each applicant district must conduct an assessment of local needs for professional development and hiring. Teachers, including Title I teachers, must be involved in the needs assessment and subsequent planning. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals instructional leadership skills to help teachers to help students meet challenging state and local achievement standards.

This needs assessment must take into account an analysis of the disaggregated data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to state standards. This information is found in the district Five-Year Comprehensive Education Plan, Section A – Profile. See district disaggregated data at http://www.opi.state.mt.us/assessment/.

Coordinating with Titles I, Part A and Title II, Part D. Title II, Part A funds may be used to help paraprofessionals and teachers meet the Title I highly qualified requirements. Title II, Part A funds may be used to train teachers to use technology to teach the core academic subjects. NOTE: Title II, Part A cannot purchase technology, be used to train teachers in the general use of technology or software, nor to hire a technology coordinator.

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

| Prime Applica | ant District: | | CO: | LE: | | | | |
|---|---|--|---|--|--|--|--|--|
| | PROPOSED ACTIVITIES | | | | | | | |
| Applicants ma | ay make one or more of the following choice | es, depending upon baseline data | - | | | | | |
| I. Professional development using scientifically based research and designed to increase student achievement requirements on previous page.) Will Title II, Part A funds be used for professional development? Yes (Complete this section.) No (Leave this section blank.) If professional development will be provided, please check all that apply: Professional development provided by district personnel. Professional development provided outside the district. Professional development provided during the workday. Professional development provided outside the contacted time. | | | | | | | | |
| | Vhat long-term professional development g nd redirected funds? | oal(s) based upon your baseline | data will you fu | nd with Title II, Part A | | | | |
| 1. Prof 2. Prof use 3. Prof stud 4. Prof to he 5. Prof | Illowable professional development activities ases, paraprofessionals in the following sibove. essional development in knowledge of the dessional development in improving teaching of challenging state standards, essional development in teaching and addents with different learning needs (including essional development in improving student belip students described in (3) above learn, essional development in involving parents i essional development in understanding and hing. | x areas. Please select those that core academic subjects ¹ that the to practices (effective instructional stressing the needs of students with gifted and talented) and students ehavior in the classroom and identifing their child's education, and | t advance the I eachers teach, strategies, meth th different lear s with limited En ying early and a | ong-term goal(s) listed ods, and skills) and the ning styles, particularly glish proficiency, ppropriate interventions | | | | |
| Number(s) from above | Objective | | I activities to dent achievement | nt | | | | |
| | | | | | | | | |

¹ Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [ESEA Title IX, Part A, Section 9101 Definitions, (11)]

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

| Prim | e Appli | cant District:_ | | | | CO: | LE:_ | | |
|----------|--|--|--|--|---|------------------------------|-----------------------------------|-------------------|--|
| II., | | itle II, Part A f | s size² to increase unds be used for cla (Complete this section | ss size reduction | n? | c.) | | | |
| | A. | What long-te | rm goal based on yo | our baseline data | a will reducing class size help | you achieve? | ? | | |
| | B. | Based on this | s conclusion, use the | chart below to | show what classes will be reduc | ced to increas | se studen | achievement. | |
| | | e/subject reduced | Students/class without reduction | Students/class with reduction | Expected ir student ach | | | | |
| | | | | | | | | | |
| III. | Reter | itle II, Part A f | ly qualified teacher unds be used for tea (Complete this section | cher retention? | | | | | |
| | <u>tinue</u> | cial incentives to measurably | s must be tied to a p r raise student achie | roven measura vement. This is | ble record of success in raising to reward the unusually exemp | lary teacher v | who consi | stently over time | |
| | increases the achievement of low-achieving and low-income students. Across-the-board salary increases are not allow A. What data (information) do you have to show a need to retain this person(s)? | | | | | | | | |
| | B. | What long-term district goal will this retention help achieve? | | | | | | | |
| | C. | percentage of 1. Teacher 2. Suppor 3. Incenti achievi 4. Incenti achievi | of low-achieving stud for mentoring from ex rt for teachers in the ves, including financ ing students improve ves. including financ | ents. Some exa emplary teache ir first three year ial incentives, to and ial incentives, to but particularly | o retain teachers who have a re o retain principals who have a r y students from economically c | rom the law ecord of succ | are: cess in he proving the | lping low- | |
| | ber(s) above | Initials of Retainee | Position (grade, | Years in District | School Free & Reduced Lunch % | | below prof | _ | |
| | | | subject) | | (if any) | nea | ading | Math | |
| | | | | | | | | | |
| IV. | | itle II, Part A f | ghly qualified teach unds be used for tea (Complete this section | cher recruitmer | | k.) | | | |
| | A. | What employ | ment data shows th | at this position i | s difficult to fill? | | | | |
| | B. | . What signing bonus or other incentive do you plan to offer? | | | | | | | |
| | C. | How will you | measure the increas | se in student ac | hievement due to hiring this pa | ırticular teacl | her? | | |
| <u> </u> | . E | | | | on togehere to reduce close size r | | | FOE: T'' | |

Only highly qualified teachers may be hired, including special education teachers, to reduce class size, particularly in the early grades. [ESEA Title II, Part A, Section 2123 Local Uses of Funds, (a) (8)]
A highly qualified teacher at a minimum is certified and endorsed for the position to which assigned.

ESEA TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND

| Prime Applicant District: | | CO: | LE: | | | | | |
|--|---|---|------------------------------------|--|--|--|--|--|
| | COLLABORATION | | | | | | | |
| area must be represented. The | Part A planning team, keeping in mind that ever minimum composition must be teachers (inclu , and parents. An existing committee such as the composition listed above. | iding Title I teachers), i | principals, administrators, | | | | | |
| Number of teachers | From (List Each Core Academic Area) | Representing what staff in that core so | _ | | | | | |
| Number of paraprofessionals | From (List each core academic area) | Representing what paraprofessionals | percentage of in that core subject | | | | | |
| Number of <u>principals</u> | From (List school grade level; e.g., K-8) | | | | | | | |
| Number of <u>other</u> relevant school personnel | From (e.g., librarian, counselor) | | | | | | | |
| Number of administrators other than principals | Position (superintendent, curriculum director, federal programs officer, etc.) | | | | | | | |
| Number of <u>parents</u> | From (list student grade levels) | | | | | | | |
| Number of other community members | Position (school board member, business person, etc.) | | | | | | | |
| SUSTAINABILITY | | | | | | | | |
| | e your Title II, Part A activities? What models of or implementation of specific instructional strategies that you plan to implement.) | • • • | • | | | | | |
| Curriculum Implementa (standards alignment, I Action Research Coaching and Mentorir Courses, Institutes and Ongoing Program Asse | replacement units, etc.) ng Workshops | Collaborative Plannir Development of Asse Case Discussion | | | | | | |



(406) 444-2560, jfuchs@state.mt.us.

ESEA Title II, Part A—Annual Budget 2004-2005

CO:_____

LE: _____

CFDA 84.367A

Prime Applicant District:

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

| Tha h | udget period is July 1 | 1-Sentember 30 (15 months) | Amandments to this hudget mu | et ha euhmittad to tha Ol | PI no later than September 1, 2005. |
|--------|------------------------|--------------------------------------|------------------------------|-----------------------------|-------------------------------------|
| ט סווו | uddet bellod is sulv | 1-9eptember 30 (13 months). <i>I</i> | | si ne subillitieu to the Oi | THO ISLET MISH SEDICITIDES 1. 2003. |

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

| | | Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 |
|----------|--------------------|--|--------------------------|-------------------------|--|-----------------------------|-------------------|
| 1. | | s and Benefits s 1xx, 2xx | | | | | |
| 2. | Operat Object | ing Expenses s 3xx, 4xx, 5xx, 6xx, 8xx | | | | | |
| 3. | SUB-T | OTAL DIRECT COSTS | | | | | |
| 4. | | t Costs @% ppendix A for directions.) | | | | | |
| 5. 5a | Equipr . Descri | nent (\$5,000 or more per unit) pe Equipment | | | | | |
| 6. | TOTAI | . BUDGET | | | | | |
| 7. | OPI U | se Only: Approved By/Date | | | | | |
| Proje | ect No. | - | | Project/Budget Ap | proved Bu | udget Approved | Date |
| | | | <u> </u> | | | | |
| | OPI I | JSE ONLY D | istricts: Please review | the items checked below | concerning this budget. | | |
| | | Redirection under Title VI | , Part B, Subpart 1: Sm | all Rural Schools | | nds are redirected to Title |) |
| | | Redirection under Title VI (50% maximum) | , Part A, Subpart 2: Tra | % | of these Title funds are to of these Title funds are | redirected to Title | · |
| | | The final determination of been amended into this be | | | | | |

For assistance with program questions contact Patricia Johnson, (406) 444-2736, patjohnson@state.mt.us. For fiscal questions contact Jurenne Fuchs,



ESEA TITLE II, PART A - BUDGET

EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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Linda McCulloch, Superintendent Office of Public Instruction Office of Public Instruction **Project Information Sheet** ESEA Title II, Part D

| I. Preliminary | Alloca | ition | | |
|--|--|---|--|--|
| District Name | | Legal Entity: | County | Code: |
| | | | County | Oudc. |
| Title II, Part D, E | | g Education Through Technology: | | |
| Project Number | Prime App LE | Prime App Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
| | | | | |
| | | Project and Participant Information e are no changes in prime applicant or participants. | | |
| | | eview the project structure (e.g., prime applicant district, cons | ortium members | ship) from last |
| Notes: The prim The prim The prim Remove the follo | cant LE l ne applica ne applica ne applica owing leg | Number and District Name:ant for a consortium must be a school district. ant must receive the grant and spend it directly for project expant has to be consistent throughout all the title programs. all entities from the project: | | |
| III. Project Di | rector | nformation | | |
| Project Director: Title: E-mail Address: | | Telephone: Fax: Address: | | |
| Check the b | ox if ther | e are no changes in project director. | | |
| Project [Title: E-mail A | Director:_ ddress:_ | tor Information to: Telephone: Fax: Address: City: State | | |
| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation |

ESEA TITLE II, PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY (ED TECH)

Application Completion Guidance

- 1. **Program Goal:** This is the primary goal of the Ed Tech program.
- 2. **Technology Plans:** Districts are required to align their local technology plans with elements specified in the enabling legislation. Those elements are detailed in the Common Assurances for Federal Programs that the district has signed.

Check "Yes" to indicate that the local alignment has been completed.

Check "No" if it has not. NOTE: A "Yes" indication is required before allocated funds can be released to the district.

3. **Children's Internet Protection Act (CIPA):** The enabling legislation requires that districts certify their compliance with this act before allocated funds can be released to the district.

Select the statement that reflects the manner in which the district has complied with the CIPA requirements.

4. **Accountability Measures:** The enabling legislation requires that districts have implemented accountability measures to ensure that the activities funded with Ed Tech funding are effective in integrating technology into curricula and instruction, increase the ability of teachers to teach with technology, and enable students to meet challenging state standards.

Many districts have incorporated the accountability measures into their technology plans and have included items such as:

- Professional Development Evaluations,
- · Software and Hardware Evaluation tools and methods,
- Surveys of teachers, administrators and students' skills [i.e., Taking A Good Look at Instructional Technology (TAGLIT),
 Golden Triangle Curriculum Cooperative Technology Survey, etc.], and
- School Improvement goals and action plans (Five-Year Comprehensive Education Plan, etc.).

Check "Yes" to indicate that the accountability measures have been completed.

Check "No" if they have not been completed. **NOTE:** A "Yes" indication is required before allocated funds can be released to the district.

5. **Goals and Objectives:** This area remains the same with the exception of slight wording changes in the objectives. The changes were made to improve clarity and to align more closely with the data.

As before, the objectives require one of two data sources:

- Taking A Good Look at Instructional Technology (TAGLIT) (Objectives 1.1, 3.1, and 4.1), or
- Technology Standards Self-Assessment for Teachers (Objectives 2.1, 2.2, and 2.3) (formerly known as the Eisenhower Teacher Self-Assessment and Professional Development Study).

Select one objective that is the same as last year's selection.

The baseline growth data need only be updated every other year. To check the status of your district's data, go to http://www.opi.state.mt.us/EDTech/ and open the "District Data Requirements for 2004-2005" document.

See the Data Display Samples on page 24 of this document for assistance.

6. **Strategies to Meet the Objectives:** For the objective selected, choose from the available options all of the statements that apply to the strategies the district will employ to move toward the accomplishment of the objective selected. Then, allocate the budget for the professional development and other strategies related to accomplishing the objective.

As a reminder, a minimum of 25 percent of the district allocation for the Ed Tech program must be for professional development related to the technology objective selected. The professional development section on page 25 must indicate a minimum of 25 percent of the total allocation for professional development.

One hundred percent (100%) of the district's Ed Tech funds must be allocated in one of the budget categories found on page 25.

ESEA TITLE II, PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY (ED TECH)

| Prime Applicant District: | CO: | _ LE: | | | | | |
|--|---|--|--|--|--|--|--|
| Program Goal: The primary goal of the Ed Tech program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology through professional development and curriculum development to promote research-based instructional methods that can be widely replicated. Source: Guidance on the Enhancing Education Through Technology (Ed Tech) program, U.S. Department of Education, March 11, 2002. | | | | | | | |
| Technology Plan Yes No District technology plan has been updated to include the required elements a Programs. | s stated in the Commor | n Assurances for Federal | | | | | |
| Children's Internet Protection Act (CIPA) (Check Only One) Yes District receives E-Rate funding and has certified CIPA compliance to the E- | -Rate program, OR | | | | | | |
| Yes District does not participate in the E-Rate program, however, hereby certifies that it is CIPA compliant, OR | | | | | | | |
| Yes District does not participate in the E-Rate program and the CIPA requirement purchase computers used to access the Internet, or to pay the direct costs a | | | | | | | |
| Accountability Measures District has implemented accountability measures to ensure that activities full integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach with technology; and enabling students to meet challenging state standards. | unded under this part a | re effective in: | | | | | |
| Goals and Objectives from the OPI Technology Plan (Select one objective that is the same as last year's selection.) | | | | | | | |
| Goal No. 1 Integrating Technology into Curriculum and Instruction: All Montana teachers will be effective and efficient integrators of technology into their curriculum and teaching. | | | | | | | |
| Yes Measurable Objective1.1: One hundred percent (100%) of district teachers will rate Teachers' Technology Use in Teaching and Learning section of the TAGLIT* by spring | | r better as measured by the | | | | | |
| Goal No. 2 Integrating Technology into Curriculum and Instruction: All Montana teachers will know, under required by the Montana Technology Content and Performance Standards for students. | erstand and be able to f | teach the content knowledge | | | | | |
| Yes Measurable Objective 2.1: One hundred percent (100%) of district teachers will knowledge required by the Montana Technology Content and Performance Standard munication—by spring 2007 as measured by the Technology Standards Self-Assessme Yes Measurable Objective 2.2: One hundred percent (100%) of district teachers will know, | 3—Students use a varient for Teachers,** stand understand and be able | ety of technologies for Com- lard 3. e to teach the content knowl- | | | | | |
| edge required by the Montana Technology Content and Performance Standard 6—St to construct new personal understanding—by spring 2007 as measured by the Tech standard 6 subsection. Measurable Objective 2.3: One hundred percent (100%) of district teachers will knowledge required by the Montana Technology Content and Performance Standard 2—Productivity—by spring 2007 as measured by the Technology Standards Self-Assessm | nnology Standards Self- now, understand and b -Students use a variety | -Assessment for Teachers,** De able to teach the content of Technologies to Enhance | | | | | |
| Goal No. 3 | | | | | | | |
| Increasing the Ability of Teachers to Teach: All Montana teachers and principals will be techn Yes Measurable Objective 3.1: One hundred percent (100%) of teachers will rate themsel Technology Skills section (basic tools, multimedia tools, communication tools, researce 2007. | lves as a "3" or better a | | | | | | |
| Goal No. 4 | | | | | | | |
| Enabling Students to Meet Challenging State Standards: All Montana students will be technomal. Yes Measurable Objective 4.1: One hundred percent (100%) of students will rate themsel Technology Skills section (basic tools, multimedia tools, communication tools, research 2007. | lves as a "3" or better a | s measured by the Students' | | | | | |
| *Taking A Good Look at Instructional Technology. Contact: Liz Cunningham, TAGLIT Coordinator at 1-(888) 40 **The Technology Standards Self-Assessment for Teachers is available at http://www.opi.state.mt.us/Ed | | | | | | | |

Federal Consolidated Application School Year 2004-2005

ESEA TITLE II, PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY (ED TECH)

| Prime Applicant District: | CO: LE: |
|--|--|
| Data Completion Formats: Complete only the one format sec Note: The district data need only be updated every other year. If you Objectives" section on page 25. To check the status of your district "District Data Requirements for 2004-2005" document. | ur district data is current, proceed to the "Strategies to Meet the |
| Objective 1.1 Data Collection Date: Instrument: TAGLIT Survey | Objective 2.1 Data Collection Date: Instrument: Technology Standards Self-Assessment for Teachers |
| TAGLIT Section 2(b) Teachers' Technology Use 2(b)(2) Basic Skills Section Average 2(b)(3) Multimedia Tools Section Average 2(b)(4) Communication Tools Section Average 2(b)(5) Research/Problem Solving Section Average | Technology Standard 3 Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels involved. Baseline Data: K-3 |
| Objective 3.1 Data Collection Date: Instrument: TAGLIT Survey | Percentage of items for this standard rated as "A" or "B" for Ease of Student Learning for each of the grade levels involved. Baseline Data: K-3 |
| TAGLIT Section 2(a) Teachers' Technology Skills 2(a)(1) Basic Skills Section Average 2(a)(2) Multimedia Tools Section Average 2(a)(3) Communication Tools Section Average 2(a)(4) Research/Problem Solving Section Average | Objective 2.2 Data Collection Date: Instrument: Technology Standards Self-Assessment for Teachers Technology Standard 6 Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels |
| Objective 4.1 Data Collection Date: Instrument: TAGLIT Survey | involved. Baseline Data: K-3 4-8 9-12 Percentage of items for this standard rated as "A" or "B" for Ease of Student Learning for each of the grade levels |
| TAGLIT Section 3(a) Teachers' Technology Use 3(a)(1) Basic Skills Section Average 3(a)(2) Multimedia Tools Section Average 3(a)(3) Communication Tools Section Average 3(a)(4) Research/Problem Solving Section Average | involved. Baseline Data: K-3 |
| | Objective 2.3 Data Collection Date: Instrument: Technology Standards Self-Assessment for Teachers |
| Objective Data Collection Date Instrument | Technology Standard 2 Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels involved. Baseline Data: K-3 |
| | |

ESEA TITLE II, PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY (ED TECH)

| Prime Applicant District: XYZ District | CO: 00 LE: 0000 |
|--|--|
| Required Data – D | isplay Examples |
| Objective 1.1 Data Display Example Data Collection Date: May 2003 Instrument: TAGLIT Survey TAGLIT Section 2(b) Teachers' Technology Use | Objective 2.1 Data Display Example Data Collection Date: May 2003 Instrument: Technology Standards Self-Assessment for Teachers Technology Standard 3 |
| 2(b)(1) Basic Skills Section Average 2.5 2(b)(2) Multimedia Tools Section Average 2.1 2(b)(3) Communication Tools Section Average 2.6 2(b)(4) Research/Problem Solving Section Average 2.5 | Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels involved. Baseline Data: K-3 _57% |
| Objective 3.1 Data Collection Date: Instrument: TAGLIT Survey | Percentage of items for this standard rated as "A" or "B" for Ease of Student Learning for each of the grade levels involved. Baseline Data: K-3 _45% |
| TAGLIT Section 2(a) Teachers' Technology Skills 2(a)(1) Basic Skills Section Average 2.5 2(a)(2) Multimedia Tools Section Average 2.1 2(a)(3) Communication Tools Section Average 2.6 2(a)(4) Research/Problem Solving Section Average 2.5 | Objective 2.2 Data Display Example Data Collection Date: May 2003 Instrument: Technology Standards Self-Assessment for Teachers |
| Objective 4.1 Data Collection Date: Instrument: TAGLIT Survey | Technology Standard 6 Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels involved. Baseline Data: K-3 _57% |
| TAGLIT Section 3(a) Teachers' Technology Use 3(a)(1) Basic Skills Section Average 2.5 3(a)(2) Multimedia Tools Section Average 2.1 3(a)(3) Communication Tools Section Average 2.6 3(a)(4) Research/Problem Solving Section Average 2.5 | Percentage of items for this standard rated as "A" or "B" for Ease of Student Learning for each of the grade levels involved. Baseline Data: K-3 _45% |
| | Objective 2.3 Data Display Example Data Collection Date: May 2003 Instrument: Technology Standards Self-Assessment for Teachers |
| Preapproved Alternative Data Objective Data Collection Date Instrument | Technology Standard 2 Report the percentage of items for this standard rated as "A" or "B" for Teacher Comfort for each of the grade levels involved. Baseline Data: |
| Data: Report the alternative data for the selected objective. Alternate data use is subject to prior OPI approval. | K-3 <u>57%</u> 4-8 <u>65%</u> 9-12 <u>72%</u> Percentage of items for this standard rated as "A" or "B" for Ease of Student Learning for each of the grade levels involved. Baseline Data: K-3 <u>45%</u> 4-8 <u>67%</u> 9-12 <u>83%</u> |
| | |

ESEA TITLE II, PART D—ENHANCING EDUCATION THROUGH TECHNOLOGY (ED TECH)

| Prime Applicant District: | CO: | LE: |
|---|---|---|
| Strategies to | o Meet the Objectives / Budget Allocat | tion Worksheet |
| | I to the following options and delineate the budget as assive, high-quality professional development must be pot's funding under this title. | |
| Check all that apply: Professional dev Professional dev Professional dev | egies and Expenses (related to accomplishing the sele elopment provided by district personnel elopment provided outside the district (conferences, w elopment provided during the workday (in-service) | |
| | elopment provided outside the contracted time et Items (required to be a minimum of 25 percent of total Salaries, stipends, etc. Travel expenses for professional development Conference registration fees Contracted services, supplies and materials | al budget) |
| Check all that apply: Salary for district Purchase Supplic Purchase Softwa (Examp) Purchase Hardw | e: Reading support software, Math support software, typing | |
| Other Strategies Budget Items Complete all that apply: \$ \$ | Salaries (technology curriculum integration, technolo Contracted services, software and hardware | gy support) |
| Total District Allocation: | Total amount allocated above: (Must be the same as the total district allocation.) \$ | Percent of total budget allocated for professional development: |
| | • | |

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

Prime Applicant District:___

(406) 444-4403, mbeatty@state.mt.us.

ESEA Title II, Part D—Annual Budget 2004-2005

CO:_____

LE: _____

CFDA 84.318X

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 | | |
|--|---|--------------------|---|--------------------|-------------------|--|--|
| Salaries and Benefits Objects 1xx, 2xx | | | | | | | |
| Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | | | |
| 3. SUB-TOTAL DIRECT COSTS | | | | | | | |
| 4. Indirect Costs @% (See Appendix A for directions.) | | | | | | | |
| 5. Equipment (\$5,000 or more per unit) 5a. Describe Equipment | | | | | | | |
| 6. TOTAL BUDGET | | | | | | | |
| 7. OPI Use Only: Approved By/Date | | | | | | | |
| Project No. | | Project/Budget App | proved Bu | dget Approved | Date | | |
| OPI USE ONLY Districts: Please review the items checked below concerning this budget. Redirection under Title VI, Part B, Subpart 1: Small Rural Schools "" of these Title funds are redirected to Title "". "" of these Title funds are redirected to Title "". | | | | | | | |
| Redirection under Title VI, (50% maximum) | Part A, Subpart 2: Trar | % | of these Title funds are re of these Title funds are re of these Title funds are re | edirected to Title | · · | | |
| The final determination of been amended into this bu | - | . • | | | \$has | | |
| For assistance with program question | For assistance with program questions contact Michael Hall, (406) 444-4422, mhall@state.mt.us. For fiscal questions contact Madilon Beatty, | | | | | | |



Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

ESEA TITLE II, PART D - BUDGET

EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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2004-05 Annual Consolidated Application **Project Information Sheet** ESEA Title IV, Part A

| I. Preliminary | Allocation |
|----------------|------------|
|----------------|------------|

| i. Preiiiiiiiary | / Alloca | ition | | | |
|--|--|--|--|------------------------------------|--|
| District Name | | | Legal Entity | r: County | / Code: |
| Title IV, Part A, | Safe and | I Drug-Free Schools and Comm | nunities: | | |
| Project Number | Prime App LE | Prime App | Name | Preliminary Allocation for this LE | Preliminary Total Project Allocation |
| | | | | | |
| Check the bear. CHANGE DETA New Prime Appli | ox if ther NGE. Re ILS icant LE | Project and Participant Info e are no changes in prime applica- eview the project structure (e.g., p Number and District Name: ant for a consortium must be a sc | ant or participants. orime applicant district, co | onsortium member | ship) from last |
| The prim The prim Remove the follo | ne applicate applicate applicate application applicati | ant must receive the grant and sp ant has to be consistent througho al entities from the project: ntities to the project: | pend it directly for project but all the title programs. | | |
| III. Project Di | rector | Information | | | |
| | | F | elephone: | | |
| Title: | | Α | address: | | |
| Title: E-mail Address: | ox if ther | A e are no changes in project direct | | | |
| Change the Proj Project [Title: | ect Direc Director:_ | | tor. Telephone: Fax: | tate:ZIP | |

Prime

Project

Final

Total

Final

ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities Prevention Program Components

| Prime Applicant District: | CO: | LE: | | | |
|---|---|---------------|--------------|--|--|
| Please check the appropriate boxes to indicate if Title IV, Part A monies have been redirected and what percent of the monies have been redirected. Redirected | | | | | |
| ☐ 100% Complete only the first column for 2003-04 ☐% Complete both columns. | activities, that serves as t | ne Final Prog | ram Report. | | |
| Permitted Activities and Allowable Use of Funds Districts may use available SDFSC funds (Title IV, Part A, Section 4115) to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs, and that are based on the Principles of Effectiveness that requires programs and activities to: • be based on an assessment of objective data; • be based on a set of performance measures that ensure schools have a safe, orderly, and drug-free learning environment; • be based on scientifically based research that provides evidence that the activity used will reduce violence and illegal drug use; • be based on analysis of data on the prevalence of risk factors and protective factors; and • provide ongoing consultation with and input from parents in the development and administration of the activity. Select the activities you intend to implement and indicate the percentage of funds that will be used for each activity. Note: This form also serves as the Final Program Report for the district's 2003-04 program. Please indicate the percentage of funds dedicated to the following activities for that project year. | | | | | |
| Authorized Activity | Budget Limitations | 2003-04 % | 2004-05 % | | |
| GROUP 1 Activities Age appropriate and developmentally based activities or curricula that: address consequences of violence and illegal drug use promote individual responsibility teach students that most people do not illegally use drugs teach social and peer pressure skills to resist illegal drug use teach about the dangers of drugs engage students in the learning process reinforce in the secondary schools the prevention activities initiated in elementary schools | Not less than 60% of the awarded funds must be spent on Group 1 activities. | | | | |
| involve families, community and drug/violence prevention providers to set clear expectations against violence and illegal use of drugs | | | | | |
| dissemination of drug and violence prevention information to schools | | | | | |
| training of school personnel, parents, and community members in prevention related to drug and violence prevention | | | | | |
| community-wide planning | | | | | |
| school-based mental health services related to drug use and violence | | | | | |
| conflict resolution programs, peer mediation | | | | | |
| alternate education services for violent or drug abusing students to reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from regular educational settings | | | | | |
| counseling, mentoring, referral services and other student assistance practices | | | | | |
| programs to encourage students to seek advice from a trusted adult regard- ing drugs and violence | | | | | |
| drug and violence prevention activities designed to reduce truancy | | | | | |
| violence prevention and education programs that address prejudice and in- tolerance, respect the rights of others, and resolve conflicts without violence | | | | | |
| testing of students for illegal drug use or inspecting student lockers for weapons or illegal drugs or drug paraphernalia (consistent with the Fourth Amendment to the U.S. Constitution) | | | | | |

ESEA Title IV, Part A—Safe and Drug-Free Schools and **Communities Prevention Program Components**

| Prime Applicant District: | CO: | LE: | |
|--|--|--------------|--------------|
| Authorized Activity | Budget Limitations | 2003-04 % | 2004-05 % |
| GROUP 1 Activities (continued) emergency intervention services following traumatic crisis events | | | |
| systems for transferring suspension and expulsion records by an LEA | | | |
| character education programs as a component of drug and violence prevention programs | | | |
| school safety hotlines | | | |
| community service and service-learning projects | | | |
| background checks of LEA employees and prospective employees | | | |
| youth suicide prevention programs and suicide prevention plans | | | |
| programs for students faced with domestic violence or child abuse | | | |
| evaluation and the collection of objective data to assess program needs and program success | | | |
| after-school or before-school program | | | |
| special or one-time events (e.g., Red Ribbon Week) | | | |
| GROUP 2 Activities acquiring and installing metal detectors, electronic locks, surveillance cameras or related equipment; canine searches reporting criminal offenses committed on school property developing and implementing comprehensive school security plans supporting safe zones of passage which may include bicycle and pedestrian safety programs | Not more than 20% of the awarded funds can be spent for any or all of the Group 2 activities. (But NONE can be spent if 40% is spent on Group 3. For every 1% spent on Group 2, Group 3 must be reduced by 1%.) | | |
| GROUP 3 Activities hiring and training of school security personnel, including school resource officers, in support of drug and violence prevention activities that are implemented in the school | Up to 40% of the awarded funds may be spent for Group 3 activities. | | |
| GROUP 4 Activities administration costs | Not more than 2% of the awarded funds can be spent on Group 4. | | |
| OTHER • indirect costs | Must have an approved ICR on file with OPI. | | |
| TOTAL BUDGET | | 100% | 100% |

Prohibited Activities and Prohibited Use of Funds

The federal Office of Management and Budget determines certain activities for which SDFSC funds may not be used. The following list is not exhaustive. Contact SDFS staff (Cathy Kendall, (406) 444-0829 or e-mail, cakendall@state.mt.us) prior to obligating funds for activities which are not allowable or which may be questionable:

- Construction
- Treatment
- Food and beve□
- Costs of promotional items and memorabilia, including models, gifts, and souvenirs. Other items prohibited under this classification include awards, rewards, incentives, and clothing. (OMB Circular A-87)

 Any other activities that do not meet the Principles of Effectiveness or are not consistent with the intent and purpose of Title IV, Part A, SDFSC
- (Sec 4115).

Page 30

ESEA Title IV, Part A Safe and Drug-Free Schools and Communities

| Prime Applicant District: | | CO: | _E: |
|---|--|---|---|
| Program Goal: | To help ensure that schools are safe, disciplined and drug-free by imple | ementing high quality drug a | and violence prevention programs. |
| Objectives (Check all applicable boxes) | Provide age and developmentally appropriate activities that address illegal drug use and violence that comply with the Principles of Effectiveness . Acquire or implement school security measures. | Hire school security pe including school resource officers. | ersonnel, Administration Other Schoolwide programs Indirect costs |
| Desired Outcomes (Check all applicable boxes) | Reduce the prevalence of risk factors identified in your needs assessment. Using the district's baseline data, indicate the percent of reduction that will occur in the 2004-05 school year. Malcohol Use | nity d culum or participation volvement of nts, school | Other Comprehensive and systematic plans for improving school climate, safety and discipline Security Staff Training Parent Education |
| What behaviors are you addressing, and how did you determine that they require attention? Provide specific information such as: number of school discipline reports for violence, the percent of students using illegal substances, numbers of "minor in possession" violations, etc. | | | |
| Where did you get your data? (Check all applicable boxes) | Youth Risk Prevention Needs Behavior Survey Assessment | School Discipline Records | Other, such as law enforcement reports, Kids Count Survey, etc. |

ESEA Title IV, Part A Safe and Drug-Free Schools and Communities

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|------------------|
| Program Activities | | Budget Amount |
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Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, Montana 59620-2501 www.opi.state.mt.us

(406) 444-4403, mbeatty@state.mt.us.

ESEA Title IV, Part A—Annual Budget 2004-2005

CFDA 84.186A

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for direc-

| Prime Applicant District: | | | CO: | LE: | | | |
|---|-------------------------|--------------------|--|-----------------------------|-------------------|--|--|
| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 | | |
| Salaries and Benefits Objects 1xx, 2xx | | | | | | | |
| 2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | | | |
| 3. SUB-TOTAL DIRECT COSTS | | | | | | | |
| 4. Indirect Costs @% (See Appendix A for directions.) | | | | | | | |
| 5. Equipment (\$5,000 or more per unit) 5a. Describe Equipment | | | | | | | |
| 6. TOTAL BUDGET | | | | | | | |
| 7. OPI Use Only: Approved By/Date | | | | | | | |
| Project No. | | Project/Budget App | proved Bu | dget Approved | Date | | |
| OPI USE ONLY D Redirection under Title VI, | | | concerning this budget% of these Title fu | nds are redirected to Title | | | |
| ☐ Redirection under Title VI, (50% maximum) | Part A, Subpart 2: Trai | | % of these Title funds are redirected to Title% of these Title funds are redirected to Title | | | | |
| The final determination of been amended into this bu | • | | | | of \$has | | |

For assistance with program questions contact Cathy Kendall, (406) 444-0829, cakendall@state.mt.us. For fiscal questions contact Madilon Beatty,



Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

ESEA TITLE IV, PART A - BUDGET

EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|---------|-----|
| 5a. Describe Equipment: | | |
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2004-05 Annual Consolidated Application Project Information Sheet ESEA Title V, Part A

| I. Preliminary | , Δlloca | ntion | | | | | | | | |
|--|--|-------------|---|-------------------------|--|--|--|--|--|--|
| | | | | | | | | | | |
| District Name | | | | Legal Entity: | County | Code: | | | | |
| Title V, Part A, I | | | | | | | | | | |
| Project Number | Prime App LE | | Prime App Name | | Preliminary Allocation for this LE | Preliminary Total Project Allocation | | | | |
| | | | | | | | | | | |
| Check the b | II. Prime Applicant Project and Participant Information Check the box if there are no changes in prime applicant or participants. PROJECT CHANGE. Review the project structure (e.g., prime applicant district, consortium membership) from last | | | | | | | | | |
| CHANGE DETA New Prime Appli Notes: The prim The prim The prim Remove the follo | CHANGE DETAILS New Prime Applicant LE Number and District Name: Notes: The prime applicant for a consortium must be a school district. The prime applicant must receive the grant and spend it directly for project expenditures. The prime applicant has to be consistent throughout all the title programs. Remove the following legal entities from the project: Add the following legal entities to the project: | | | | | | | | | |
| III. Project Di | rector | Information | | | | | | | | |
| Project Director: Title: E-mail Address: Check the books Change the Proj | ox if ther | • | Telephone: Fax: Address: s in project director. | | | | | | | |
| Project [| Director:_ | | Tele | ephone: | | | | | | |
| Litle: E-mail A | ddress:_ | | Fax Add City | c: dress: /:State | e:ZIP: | | | | | |
| IV. Final Allo | cation (| OPI USE ON | LY) | | | | | | | |
| Project Number | Prime App LE | | Prime App Name | | Final Allocaton for this LE | Final Total Project Allocation | | | | |

ESEA TITLE V, PART A-INNOVATIVE PROGRAM

| Prime Applicant District:_ | | | CO: | LE: | | | | | |
|---|--|---|---|----------------------------------|--|--|--|--|--|
| ESEA TITLE V, PART A INFORMATION The projects and activities implemented must meet three statutory requirements: Tied to promoting challenging academic achievement standards, Used to improve student academic achievement, and Part of an overall education reform strategy. | | | | | | | | | |
| Local Districts Must: Conduct a local needs assessment (see your Five-Year Comprehensive Education Plan), Consult with parents, teachers, and administrators, and other involved personnel (e.g., librarians or counselors) in the planning, design, and implementation of programs, Plan use of funds based upon identified needs, Provide equitable services to nonpublic schools within the district, Raise student achievement and/or the quality of education, and Provide a Title V, Part A Final Program Report. | | | | | | | | | |
| Apply two tests to determine allowable costs: Expenditures must relate to student instruction and <u>not</u> to the management of classrooms, libraries, or offices, and Expenditures must <u>supplement</u> , not <u>supplant</u> (replace) any other federal, state, or local education funds. ESEA TITLE V, PART A APPLICATION Equitable services to nonpublic schools. Nonpublic schools participating: None participating | | | | | | | | | |
| | Yes, some are participe home schools) that w | pating. Please list the name ill participate in Title V, Part | | | | | | | |
| | with parents, teachers, administrators and others the make up of your Title V, Part A needs as | | | ol counselors, or other pupil | | | | | |
| Number of parents | From (student grade level) | Number of parents | From (student grade level) | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Number of <u>teachers</u> | From (List each grade level and core academic area) | Number of <u>teachers</u> | From (List each grade level and core academic area) | | | | | | |
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| Number of principals | From (List school grade level; e.g., K-8) | Number of principals | From (List so | chool grade level; e.g., K-8) | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Number of pupil services personnel | From what area (library, counseling, etc.) | Number of _ pupil services personnel | From what a | area (library, counseling, etc.) | | | | | |
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| ESEA TITLE | |
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| , PART A- | |
| LNNOV | |
| VATIVE P | |
| ROGRAM | |

| Title V, Part A | Prime Applicant District: | CO: | | LE: | | | | |
|--------------------------|--|---|------------------|---------------------------------|-----------------------------------|------------------|---------------------------------|-----------------------------------|
| | ALLOWABLE CHOICES | | | PUBLIC | | | NONPUBLIC | ; |
| | | | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| A. Education Refor | rm and School Improvement | | | | | | | |
| • ' | Part A and redirected funds be expended for Educat Yes (Fill out this section) No (Leave this | | | | | | | |
| What long-term educ | ation reform and school improvement goal(s) based on y | your baseline data will you fund with Title ' | V, Part A and | redirected f | unds? | | | |
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| INSTRUCTIONS: Inc | dicate the percentage of distribution among the activities s | supported by the district public and non- | | | | | | |
| public Title V, Part A a | and redirected funds. When choices in all sections are fina | alized, each column headed "percent of | | | | | | |
| funds" must total 1009 | %. | | | | | | | |
| Number(s) from below | Objective | Specific planned activities | to increase | student ac | hievement ba | ased on the n | eed(s) abov | e. |
| | | | | | | | | |
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| | | | | | | | | |
| 1 Promising educ | cation reform projects, including magnet schools. | | | | | | | |
| | stablish smaller learning communities in accordance with | n federal guidelines on this program. | | | | | | |
| | encourage and expand improvements throughout the are | | | | | | | |
| designed to ad | vance student academic achievement. | | | | | | | |
| 4.Programs and | activities that expand learning opportunities through best | t-practice models designed to | | | | | | |
| | oom learning and teaching. | | | | | | | |
| • | employ research-based cognitive and perceptual develo | | | | | | | |
| - | scriptive model to improve students' learning of academic | c content at the preschool, | 1 | | | | | |
| | d secondary levels. | | | | | | | |
| | educational services, as defined in section 1116(e) of the | | | | | | | |
| | ement programs or activities under sections 1116 and 11 | | | | | | | |
| | centage of district funds used to implement approved Sch | - | | | | | | |
| | 4 of Title I, Part A. (Allowable only to districts with one or | r more schools with a schoolwide plan | | | | | | |

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| Title | V, Part A | Prime Applicant District: | CO: | | LE: | | | | _ |
|-------------|----------------------------------|--|--|------------------|---------------------------------|-----------------------------------|------------------|---------------------------------|-----------------------------------|
| | | ALLOWABLE CHOICES | | | PUBLIC | | | NONPUBLIC | |
| | | | | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| В. | Teacher Quality | , Professional Development, and Class-Size Reduction | on | | | | | | |
| | | Part A and redirected funds be expended for Teacher | | | | | | | |
| 6 | and Class-Size | Reduction? Yes (Fill out this section.) No | o (Leave this section blank.) | | | | | | |
| | 8. Programs t | to recruit, train, and hire highly qualified teachers 1 to red | uce class size, especially in the early | | | | | | |
| | grades, and | d professional development activities carried out in accor | rdance with Title II of the ESEA, that | | | | | | |
| | give teache | ers, principals, and administrators the knowledge and ski | ills to provide students with the | , | | | | | |
| | opportunity | to meet challenging state or local academic content star | ndards and student academic | , | | | | | |
| | achieveme | nt standards. (Must follow Title II, Part A rules.) | | | | | | | |
| I. l | PROFESSIONAL | DEVELOPMENT using scientifically based research and | d designed to increase student achieve- | | | | | | |
| | ment. | | | | | | | | |
| | Will any Title V, | Part A and redirected funds be expended for profess | sional development? | | | | | | |
| | Yes (Com | plete this section.) No (Leave this section blan | nk.) | | | | | | |
| I | If professional de | evelopment will be provided, please check all that apply: | | | | | | | |
| | | ssional development provided by district personnel. | Professional development provide | ed during the | workday. | | | | |
| | | ssional development provided outside the district. | Professional development provide | | | | | | |
| | 4. What long-tom | n professional development goal(s) based on your baseli | ille data will you lulid with Title v, Fatta | | illected to 1 | IIIE V, F alt A: | | | |
| INST | RUCTIONS: Inc | dicate the percentage of distribution among the activities s | supported by the district public and non- | | | | | | |
| | | and redirected funds. When choices in all sections are final | | | | | | | |
| funds | s" must total 1009 | %. | | | | | | | |
| | Number(s) from below | Objective | Specific planned activities | to increase | student ac | hievement ba | ised on the n | eed(s) abov | е. |
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| E | Allowable prof | essional development activities will improve the knowle | edge of teachers and principals, and, in | | | | | | |
| | appropriate ca | ases, paraprofessionals in the following six areas. Please | select those that advance the long-term | | | | | | |
| | goal(s) listed above. | | | | | | | | |
| | Professional | development in knowledge of the core academic subject | ts ² that the teachers teach, | | | | | | |
| | | development in improving teaching practices (effective i e use of challenging state standards, | instructional strategies, methods, and | | | | | | |
| | 3. Professional | development in teaching and addressing the needs of si | tudents with different learning styles, | | | | | | |
| | particularly st | tudents with different learning needs (including gifted and ta | alented) and students with limited English | | | | | | |
| | proficiency, | | | | | | | | |
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A highly qualified teacher at a minimum is certified and endorsed for the position to which assigned.
 Core academic subjects are English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History and Geography [ESEA TitleIX,PartA]

| ESEA | |
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| TITLE V. | |
| PART A- | |
| -INNOVATIVE | |
| TE PROGRAM | |
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| Title V, Part A | Prime Applicant District:_ | | CO:_ | | LE: | | | | |
|--|--|----------------------------------|-----------------------------|------------------|---|-----------------------------------|------------------|--|-----------------------------------|
| | ALLOWAE | BLE CHOICES | | Percent of funds | PUBLIC Total No. students served | Total No. of staff using services | Percent of funds | NONPUBLIC Total No. students served | Total No. of staff using services |
| 4. Professional development in improving student behavior in the classroom and identifying early and appropriate interventions to help students described in (3) above learn, 5. Professional development in involving parents in their child's education, and 6. Professional development in understanding and using data and assessments to improve classroom practice and student learning. II. REDUCTION OF CLASS SIZE to increase student achievement. Will Title V, Part A and redirected funds be expended for class size reduction? Yes (Complete this section.) No (Leave this section blank.) A. What long-term class reduction goal(s) based on your baseline data will you fund with the Title V, Part A and redirected. | | | | | s? | | | | |
| B. Based on this cachievement. | B. Based on this conclusion, use the chart below to show what classes will be reduced to increase student achievement | | | | | | | | |
| Grade/subject to be reduced | 2003-04 Student/teacher Ratio | 2004-05 Student/teacher Ratio | Ехре | cted increase | e in studen | t achievemen | t | | |
| Will any Title V, Pa | C. Parental Options Will any Title V, Part A or redirected funds be expended for Parental Options? Yes (Fill out this section.) No (Leave this section your baseline blank.) What long-term parental goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | | | | | | | | |
| public Title V, Part A and funds" must total 100%. | INSTRUCTIONS: Indicate the percentage of distribution among the activities supported by the district public and non-public Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of funds" must total 100%. | | | | | | | | |
| Number(s) from below | Obj | ective | Specific planned activities | s to increase | student ac | hievement ba | ised on the n | eed(s) abov | e. |

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| Title | V, Part A | Prime Applicant District: | CO: | | LE: | | | | |
|---|--|--|---|------------------|---------------------------------|---------------|------------------|---------------------------------|-----------------------------------|
| | | ALLOWABLE CHOICES | | | PUBLIC | | | NONPUBLIC | ; |
| | | | | Percent of funds | Total No. students served | | Percent of funds | Total No. students served | Total No. of staff using services |
| 9. | Activities to pro | omote, implement, or expand public school choice. | | | | | | | |
| 10. | . Programs to p | rovide same-gender schools and classrooms (consistent | with applicable law and | | | | | | |
| | federal guidelii | nes on Single Sex Classes and Schools). | | | | | | | |
| 11. | | programs, including programs to implement the unsafe so | | | | | | | |
| | | of the ESEA Title IX, and that may include payment of r | · · | | | | | | |
| | | ts for students who transfer to a different school under the | e policy. | | | | | | |
| | | Educational Materials | | | | | | | |
| V | | Part A or redirected funds be expended for Technolog | gy and Educational Materials? | | | | | | |
| | • | It this section) No (Leave this section blank) | accline data will you fund with Title V. Do | rt A and radir | acted funds | | | | |
| vvnai | i long-term techr | ology and educational materials goal(s) based on your b | aseiine data wiii you lund with Title V, Pa | in A and redir | ectea iurias |) <u>(</u> | | | |
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| INST | RUCTIONS: Inc | dicate the percentage of distribution among the activities | supported by the district public and | | | | | | |
| nonp | ublic Title V, Par | t A and redirected funds. When choices in all sections ar | e finalized, each column headed "per- | | | | | | |
| cent | of funds" must to | otal 100%. | | | | | | | |
| | Number(s) from below | Objective | Specific planned activities | s to increase | student ac | chievement ba | ased on the r | need(s) abov | /e. |
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| 12. | Technology ac | tivities related to the implementation of school-based refo | orm programs, including | | | | | | |
| | •• | evelopment to assist teachers and other school personne | | | | | | | |
| | | arding how to use technology effectively in the classroom | | | | | | | |
| | centers involve | | | | | | | | |
| | a. Profess | ional development activities to assist teachers and other | school personnel (including school | | | | | | |
| | library n | nedia personnel) regarding how to use technology effecti | vely. | | | | | | |
| | b. Technol | ogy activities related to the implementation of school-bas | sed reform efforts. | | | | | | |
| 13. | Programs for t | he development or acquisition and use of instructional an | nd educational materials, | | | | | | |
| including library services and materials (including media materials), academic assessments, reference | | | demic assessments, reference | | | | | | |
| | materials, computer software and hardware for instructional use, and other curricular materials that | | | | | | | | |
| | are tied to high | academic standards, that will be used to improve studer | nt achievement, and that are | | | | | | |
| | • | all education reform program. | | | | | | | |
| | | services and materials (including media materials). | | | | | | | |
| | • | er software and hardware for instructional use. | | | | | | | |
| | c. Other in | structional/educational materials, including assessments | and curricular materials. | | | | | | |

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| PART A- | |
| INNOVATIVE | |
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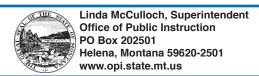
| Title V, P | Part A | Prime Applicant District: | CO: | | LE: | | | | |
|------------|----------------|---|---|------------------|---------------------------------|-----------------------------------|------------------|---------------------------------|-----------------------------------|
| | | ALLOWABLE CHOICES | | PUBLIC | | | NONPUBLIC | ; | |
| | | | | Percent of funds | Total No. students served | Total No. of staff using services | Percent of funds | Total No. students served | Total No. of staff using services |
| E. Stud | lents with S | pecial Needs | | | | | | | |
| Will a | any Title V, I | Part A and redirected funds be expended for Student | s with Special Needs? | | | | | | |
| | • | t this section.) No (Leave this section blank.) | | | | | | | |
| What Ion | g-term stude | nts with special needs goal(s) based on your baseline da | ata will you fund with Title V, Part A and re | edirected fund | ls? | | | | |
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| INSTRUC | CTIONS: Ind | icate the percentage of distribution among the activities so | unnorted by the district public and non- | | | | | | |
| | | nd redirected funds. When choices in all sections are fina | | | | | | | |
| | ust total 100% | | , | | | | | | |
| | nber(s) | Objective | Specific planned activities | to increase | student ac | hievement ba | sed on the n | eed(s) abov | e. |
| Iron | n below | | | | | | | | |
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| 14. | _ | o improve the academic achievement of educationally dis | - | | | | | | |
| | | school students, including activities to prevent students f | | | | | | | |
| 15 16. | | o provide for the educational needs of gifted and talented educational programs for students who have been expel | | | | | | | |
| 10. | | setting, including programs to assist students to reenter | - | | | | | | |
| | | from treatment or alternative educational programs. | and regular educational country | | | | | | |
| 17. | • | ntervention programs that are operated jointly with comm | nunity-based organizations and that | | | | | | |
| | support aca | demic enrichment, and counseling programs conducted | during the school day (including | | | | | | |
| | during exte | nded school day or extended school year programs), for | students most at risk of not | | | | | | |
| | meeting ch | allenging state academic achievement standards or not o | completing secondary school. | | | | | | |
| | | hildhood Education, and Adult Education | | | | | | | |
| | | Part A and redirected funds be expended for Literacy | y, Early Childhood Education and | | | | | | |
| Adu | It Education | | | | | | | | |
| What lon | | It this section.) No (Leave this section blank.) by, early childhood education and adult education goal(s) | hased on your baseline data will you fur | nd with Title V | Part A and | redirected fur | nde? | | |
| viiat ion | g term ilterat | by, carry crimariood education and addit education goal(s) | based on your baseline data will you lui | id With Title V | , i ait A aiid | TCGII COLOG IGI | 103: | | |
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| PART A—I | |
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| INNOVATIVE | |
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| ROGRAM | |

| Title V, Part A | Prime Applicant District: | CO: | | LE: | | | | |
|---|--|---|------------------|---------------------------------|--------------|------------------|---------------------------------|-----------------------------------|
| | ALLOWABLE CHOICES | | | PUBLIC | | | NONPUBLIC | : |
| | | | Percent of funds | Total No. students served | | Percent of funds | Total No. students served | Total No. of staff using services |
| | dicate the percentage of distribution among the activities s and redirected funds. When choices in all sections are fina %. | '' ' | | | | | | |
| Number(s) from below | Objective | Specific planned activities | to increase | student ac | hievement ba | ised on the n | eed(s) abov | e. |
| | | | | | | | | |
| · · | I to improve the literacy skills of adults, especially the pare ding adult education and family literacy programs. | ents of children served by the | | | | | | |
| 19. Activities to information economics | o promote consumer, economic, and personal finance ed n on and encouraging use of the best practices for teaching and promoting the concept of achieving financial literacy ent skills (including the basic principles involved with earr | | | | | | | |
| | o establish or enhance prekindergarten programs for chile | dren. | | | | | | |
| G. Community Ser | vice and Community Involvement | | | | | | | |
| volvement? | Part A and redirected funds be expended for Commutation that this section.) No (Leave this section blank.) | | | | | | | |
| What long-term com | munity service and community involvement goal(s) base | ed on your baseline data will you fund with | n Title V, Part | A and redir | ected funds? | | | |
| | | | | | | | | |
| | dicate the percentage of distribution among the activities s and redirected funds. When choices in all sections are final%. | | | | | | | |
| Number(s) from below | Objective | Specific planned activities | to increase | student ac | hievement ba | ised on the n | eed(s) abov | e. |
| | | | | | | | | |
| | I y service programs that use qualified school personnel to ably strengthen their communities through nonviolence, re courage. | | | | | | | |

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| Percent of funds stu | |
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| 22. Initiatives to generate, maintain, and strengthen parental and community involvement. 23. Service learning activities. (Must be tied to a core content area.) . Health Services Will any Title V, Part A and redirected funds be expended for Health Services? Yes (Fill out this section.) No (Leave this section blank.) at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | nds students staff using funds students staff served services served services |
| 23. Service learning activities. (Must be tied to a core content area.) Health Services Will any Title V, Part A and redirected funds be expended for Health Services? Yes (Fill out this section.) No (Leave this section blank.) at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | rease student achievement based on the need(s) above. |
| Will any Title V, Part A and redirected funds be expended for Health Services? Yes (Fill out this section.) No (Leave this section blank.) at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | rease student achievement based on the need(s) above. |
| Will any Title V, Part A and redirected funds be expended for Health Services? Yes (Fill out this section.) No (Leave this section blank.) at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | rease student achievement based on the need(s) above. |
| Yes (Fill out this section.) No (Leave this section blank.) at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | rease student achievement based on the need(s) above. |
| at long-term health services goal(s) based on your baseline data will you fund with Title V, Part A and redirected funds? | rease student achievement based on the need(s) above. |
| | rease student achievement based on the need(s) above. |
| TRUCTIONS: Indicate the percentage of distribution among the activities supported by the district public and non- | rease student achievement based on the need(s) above. |
| lic Title V, Part A and redirected funds. When choices in all sections are finalized, each column headed "percent of ds" must total 100%. | rease student achievement based on the need(s) above. |
| Number(s) Objective Specific planned activities to increase student from below | |
| | |
| 24. Programs to hire and support school nurses. | |
| 25. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based health services personnel. 26. Programs for cardiopulmonary resuscitation (CPR) training in schools. | |
| 20. Trogramo for cardiopalmentary recodestration (et 11) training in concele. | 0% 100% |



(406) 444-2560, jfuchs@state.mt.us.

ESEA Title V, Part A—Annual Budget 2004-2005

CFDA 84.298A

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of

| September 30. Requests to carryover functions. | | | | | | | | | | |
|---|---------------------------|---------------------------|---|----------------------------|-------------------|--|--|--|--|--|
| Prime Applicant District:_ | | | CO: | LE: | | | | | | |
| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 | | | | | |
| Salaries and Benefits Objects 1xx, 2xx | | | | | | | | | | |
| Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | | | | | | |
| 3. SUB-TOTAL DIRECT COSTS | | | | | | | | | | |
| Indirect Costs @% (See Appendix A for directions.) | | | | | | | | | | |
| 5. Equipment (\$5,000 or more per unit) 5a. Describe Equipment | | | | | | | | | | |
| 6. TOTAL BUDGET | | | | | | | | | | |
| 7. OPI Use Only: Approved By/Date | | | | | | | | | | |
| Project No. | | Project/Budget App | proved Bud | dget Approved | Date | | | | | |
| OPI USE ONLY Districts: Please review the items checked below concerning this budget. | | | | | | | | | | |
| Redirection under Title VI, | Part B, Subpart 1: Sma | all Rural Schools | | ds are redirected to Title | | | | | | |
| Redirection under Title VI, (50% maximum) | Part A, Subpart 2: Tran | % | % of these Title fund of these Title funds are re of these Title funds are re of these Title funds are re | edirected to Title | _· | | | | | |
| The final determination of f been amended into this bu | | | | | \$has | | | | | |
| For assistance with program ques | tions contact Patricia Jo | ohnson, (406) 444-2736, p | atjohnson@state.mt.us. Fo | or fiscal questions contac | t Jurenne Fuchs, | | | | | |



Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

ESEA TITLE V, PART A - BUDGET

EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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ESEA TITLE VI, PART B—RURAL EDUCATION INITIATIVE (REI) (A.K.A. REAP) SUBPART 1—SMALL RURAL SCHOOLS (SRS)

| Prim | e A | pplicant Dis | trict: | | | | | | _ CO:_ | | | E (Elem c E (High S | | | | |
|-------|--|------------------|---------------------------------------|---------------|--|------------------|----------|------------------|-----------|---------------|----------|------------------------|-----------|-----------------|---------|----|
| of pa | The Rural Education Initiative (REI) Subpart 1—Small Rural Schools (SRS) allows eligible local education agencies to redirect the use of part or all of the allocated funds under Title II, Part A; Title II, Part D; Title IV, Part A and/or Title V, Part A for activities under one or more of the following programs: Part A of Title I; Part A or D of Title II; Title III; Part A of Title IV; and/or Part A of Title V. | | | | | | | | | | | | | | | |
| 1. | To determine eligibility and review program information, access the spreadsheet and other information at http://www.opi.state.mt.us/RuralEd/. | | | | | | | | | | | | | | | |
| 2. | ls | the distric | t eligik | ole to pa | rticipat | e in the | SRS pr | ogram? | | | | | | | | |
| | | Yes If you | u ansv | vered YE | ed YES, go on to Question 3. | | | | | | | | | | | |
| | | | | | ed NO, stop . Do not complete the remainder of this form; return to the consolidated application and comridual program and budget pages for the titles for which the district is eligible. | | | | | | | | | | | |
| 3. | Is the district redirecting the use of funds under the provisions of the SRS program? | | | | | | | | | | | | | | | |
| | | Yes If you | f you answered YES, go to Question 4. | | | | | | | | | | | | | |
| | | No If yo | u ansv | vered No | ed NO, stop . Do not complete the remainder of this form; return to the consolidated application and individual program and budget pages for the titles for which the district is eligible. | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | |
| 4. | If the answer to question 3 was YES, complete the following table by entering the <u>percent of funds</u> the district intends to redirect out of the program(s) listed in column 1 to the title program(s) listed in columns 2 through 7. | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | Allowable Redirected Use of Funds Fund Source (to) | | | | | | | | | | | | | | | |
| | | (from) Column | | | Column 3 | | Column 4 | Column 5 | Column 6 | | Column 7 | | | | | |
| | | Title | | Title I, | Part A | Title II, Part A | | Title II, Part D | | Title III | | Title IV, Part A | | A Title V, Part | | |
| | | | | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | El or K-12 | HS | |
| | | Title II, Pa | art A | | | | | | | | | | | | | |
| | | Title II, Pa | | | | | | | | | | | | | | |
| | | Title IV, P | | | | | | | | | | | | | | |
| | | Title V, Pa | art A | | | | | | | | | | | | | |
| 5. | C | omplete the | e Annı | ıal Budç | get page | for eac | h progi | ram for w | hich the | district | receive | ed an all | ocation. | | | |
| 6. | D | o not comp | lete p | rogram | pages f | or a title | progra | m that ha | s redire | cted the | use of | f 100 per | cent of t | he alloc | cation. | |
| 7. | C | omplete the | e Annı | ual Budg | get page | and pr | ogram ı | pages for | each of | the title | progra | ams that | are redi | recting | the use | of |
| | le | ss than 100 |) perc | ent of th | e alloca | ition. | | | | | | | | | | |
| | For | OPI | | District is | REI/SR | S-eligible | e: | OPI Sig | nature: | | | | | | | |
| | | Only | | ☐ Ye | s 🗌 | No | | _ | | | | | | | | |
| | | | Date: | | | | | | /Revisior | | | | | | | |
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2004-05 Annual Consolidated Application Project Information Sheet ESEA Title VI, Part B, Subpart 2

| I. | Pre | limir | narv | Allo | cation |
|----|-----|-------|-------|------|--------|
| | | | iai y | | Galioi |

| i. Pieiiiiiiai | y Alloca | ition | | | | | | | |
|---|--------------------|--|--|-----------------|--|--|--|--|--|
| District Name | | Legal Entity: | County | Code: | | | | | |
| Title VI, Part B, | Subpart | 2, Rual Education Initiative, Rual Low-Income Schools: | | | | | | | |
| Project Number | Prime App LE | Preliminary Allocation for this LE | Preliminary Total Project Allocation | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| II. Prime App | licant I | Project and Participant Information | | | | | | | |
| | | · | | | | | | | |
| Check the box if there are no changes in prime applicant or participants. | | | | | | | | | |
| DDO JECT CHA | NCE D | byjour the project structure (e.g. prime applicant district conse | artium mambar | abia) from loot | | | | | |
| year. | INGE. R | eview the project structure (e.g., prime applicant district, consc | ortium member | snip) irom iasi | | | | | |
| | | | | | | | | | |
| New Prime Appl | | Number and District Name: | | | | | | | |
| | | ant for a consortium must be a school district. | | | | | | | |
| The prin | ne applic | ant must receive the grant and spend it directly for project exp | enditures. | | | | | | |
| | | ant has to be consistent throughout all the title programs. al entities from the project: | | | | | | | |
| | | ntities to the project: | | | | | | | |
| | 5 5 | - | | | | | | | |
| III. Project D | irector | nformation | | | | | | | |
| Project Director: | : | Telephone: | | | | | | | |
| Title: | | Fax: | | | | | | | |
| E-mail Address: | | Address: | | | | | | | |
| Check the b | ox if ther | e are no changes in project director. | | | | | | | |
| Change the Pro | iect Direc | tor Information to: | | | | | | | |
| | | Telephone: | | | | | | | |
| Title: | | Fax: | | | | | | | |
| E-mail A | Address:_ | Address: | | | | | | | |

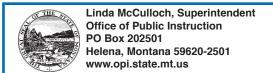
IV. Final Allocation (OPI USE ONLY)

| Project Number | Prime App LE | Prime App Name | Final Allocaton for this LE | Final Total Project Allocation | |
|-------------------|--------------------|----------------|-----------------------------------|---|--|
| | | | | | |

City:____State:___ZIP:___

ESEA TITLE VI, PART B—RURAL EDUCATION INITIATIVE (REI) (A.K.A. REAP) SUBPART 2—RURAL LOW-INCOME SCHOOLS (RLI)

| Pri | rime Applicant District: | | CO: | | 2) : I) : | | | | | | | | |
|------------------|--|--|--|---|---|--|--|--|--|--|--|--|--|
| | ne Rural Education Initiative (REI) S se funds allocated under this subpar | | | ows eligible local educ | ation agencies to | | | | | | | | |
| Eli | Teacher recruitment and retention (Title II, Part A), Teacher professional development (Title II, Part A) or (Title II, Part D), Educational Technology (Title II, Part D), Parental involvement activities as appropriate to the titles, Title I, Part A, Title III—Language Instruction Activities, or Title IV, Part A—Safe and Drug-Free Schools and Communities. Eligible local education agencies (LEAs) are those LEAs that: (a) are not eligible for Title VI, Part B, Subpart 1—Small Rural Schools program, (b) serve only schools that have a School Locale Code of 6, 7 or 8, and (c) have a poverty rate of at least 20 percent as determined by Census data. | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | |
| 2. | Is the district eligible to partic | cipate in the RLI pr | rogram? | | | | | | | | | | |
| | \square Yes \square If you answered YES, go to question 3. | | | | | | | | | | | | |
| | ☐ No If you answered NO, s | top. Do not comple | te the rest of this form. | | | | | | | | | | |
| 3. | Complete the Applicant's Inte will be used for the allowable | | s table below by indicatin | ng what <u>percent</u> of all | ocated RLI funds | | | | | | | | |
| | | Applican | Applicant's Intended Use of Funds | | | | | | | | | | |
| | Use of Funds Percent of RLI Funds | | | | | | | | | | | | |
| | Use of | Funds | | Percent of R | RLI Funds | | | | | | | | |
| H | | | | Percent of F | RLI Funds High School | | | | | | | | |
| | Teacher recruitment and retention (Tit | le II, Part A) | | - | | | | | | | | | |
| | Teacher recruitment and retention (Titl Teacher professional development (inc | le II, Part A) dicate: □ Title II, Part A | A or □ Title II, Part D) | - | | | | | | | | | |
| | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part I | le II, Part A) dicate: □ Title II, Part A D) | · · · · · · | - | | | | | | | | | |
| | Teacher recruitment and retention (Titl Teacher professional development (inc | le II, Part A) dicate: □ Title II, Part A D) | · · · · · · | - | | | | | | | | | |
| | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title pr | le II, Part A) dicate: □ Title II, Part A D) ogram for which funds | · · · · · · | - | | | | | | | | | |
| | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title pr Title I, Part A activities | le II, Part A) dicate: □ Title II, Part A D) ogram for which funds | · · · · · · | - | | | | | | | | | |
| 4. | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title pr Title I, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities | le II, Part A) dicate: □ Title II, Part A D) ogram for which funds | s will be used:) | Elem or K-12 | | | | | | | | | |
| No | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title pr Title I, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities | le II, Part A) dicate: □ Title II, Part A D) ogram for which funds | s will be used:) | Elem or K-12 | High School | | | | | | | | |
| No Ac ali | Teacher recruitment and retention (Titl Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title pr Title I, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities Complete the Annual Budget ote: | le II, Part A) dicate: □ Title II, Part A D) rogram for which funds for the RLI Title VI at for the use of these has been assigned to | s will be used:) I, Part B, Subpart 2 prograte funds programmatically undo track these funds and fiscal | Elem or K-12 am. der the title for which the all accountability remain | Activities most closely is with the RLI project. | | | | | | | | |
| As dar oth | Teacher recruitment and retention (Titl Teacher professional development (inc. Educational technology (Title II, Part II) Parental involvement activities (title pr. Title I, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities Complete the Annual Budget ote: ccountability—Districts must accourtign. An RLI-specific project number has a condition of the increase/decrease in state on (a) the increase/decreas | le II, Part A) dicate: □ Title II, Part A D) rogram for which funds for the RLI Title VI at for the use of these has been assigned to the ran assessment the udent academic achi- y in order to determi | s will be used:) I, Part B, Subpart 2 progra e funds programmatically und b track these funds and fisca nat is consistent with the requevement, (b) the increase/de ine the district's effectivene | Elem or K-12 am. der the title for which the al accountability remain uirements of Title I and ecrease in student drop as in improving acader | activities most closely s with the RLI project. must report to the OPI out rates, and (c) such nic achievement. | | | | | | | | |
| As da oth | Teacher recruitment and retention (Titt Teacher professional development (incention of the Educational technology (Title II, Part II) Parental involvement activities (title profitte II, Part A activities Title II, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities Complete the Annual Budget ote: ccountability—Districts must accounting. An RLI-specific project number has the counting of the increase/decrease in state on (a) the increase/decrease in state on the counting of the | le II, Part A) dicate: □ Title II, Part A D) rogram for which funds for the RLI Title VI at for the use of these has been assigned to the ran assessment the udent academic achi- y in order to determi | e funds programmatically und track these funds and fiscal evenent, (b) the increase/de ine the district's effectivened on th | Elem or K-12 am. der the title for which the al accountability remain uirements of Title I and ecrease in student drops in improving acader | activities most closely s with the RLI project. must report to the OPI out rates, and (c) such nic achievement. | | | | | | | | |
| As da oth | Teacher recruitment and retention (Titt Teacher professional development (inc Educational technology (Title II, Part II Parental involvement activities (title profittle II, Part A activities Title III Language Instruction activities Title IV, Part A—SDFSC activities Complete the Annual Budget ote: countability—Districts must accounting. An RLI-specific project number has a on (a) the increase/decrease in student for the factors that the OPI may identify District is REIA District is REIA | dicate: □ Title II, Part ADD) ogram for which funds for the RLI Title VI at for the use of these has been assigned to the part of the defendence and the part of th | s will be used:) I, Part B, Subpart 2 progra e funds programmatically und b track these funds and fisca nat is consistent with the requevement, (b) the increase/de ine the district's effectivene | Elem or K-12 am. der the title for which the al accountability remain uirements of Title I and ecrease in student drops in improving acader | activities most closely s with the RLI project. must report to the OPI out rates, and (c) such nic achievement. | | | | | | | | |



ESEA Title VI, Part B, Subpart 2 Rural Low-Income Schools—Annual Budget 2004-2005

CFDA 84.358B

For fiscal questions contact Madilon Beatty, (406) 444-4403, mbeatty@state.mt.us.

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

| The budget period is Jul | Iv 1-September 3 |) (15 months) | Amendments to this but | udaet must be subi | mitted to the OPI | no later than Se | ptember 1, 2005. |
|--------------------------|------------------|---------------|--|--------------------|-------------------|------------------|------------------|
| | | | | | | | |

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

| Prime Applicant District | : | | CO: | LE: (Elem or K-12) LE: (High School) | | | |
|--|---------------------------|-------------------|-------------------------|---|-------------------|--|--|
| Budget Items | Proposed Budget | Approved Budget 1 | Approved Budget 2 | Approved Budget 3 | Approved Budget 4 | | |
| Salaries and Benefits Objects 1xx, 2xx | | | | | | | |
| Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx | | | | | | | |
| 3. SUB-TOTAL DIRECT COSTS | | | | | | | |
| 4. Indirect Costs @% (See Appendix A for directions.) | | | | | | | |
| 5. Equipment (\$5,000 or more per unit) 5a. Describe Equipment | | | | | | | |
| 6. TOTAL BUDGET | | | | | | | |
| 7. OPI Use Only: Approved By/Date | | | | | | | |
| Project No. | | Eligible | Approved | Date | | | |
| OPI USE ONLY The final determination of been amended into this bu | fiscal year 2004 Title VI | | ver funds has been comp | | | | |



ESEA TITLE VI, PART A, SUBPART 1 BUDGET EQUIPMENT JUSTIFICATION PAGE

| Prime Applicant District: | CO: | LE: |
|---------------------------|-----|-----|
| 5a. Describe Equipment: | | |
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Example Indirect Cost Calculation

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is \$40,000 and equipment cost on Line 5 is \$5,500:

$$\frac{.0432}{1.0432}$$
 X \$34,500 = \$1,428.68 (Line 4)

To check, multiply the approved rate times Line 3.



Title II Part A
Title II Part D
Title IV Part A
Title V Part A

Linda McCulloch, Superintendent Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 www.opi.state.mt.us

2004-2005 ESEA Title VI, Part A, Subpart 2 Transferability of Funds

| Title VI, Part A, Subpart 2 provides a local education agency (LEA) the flexibility to redirect the use of a portion of its formula grant allocations for certain federal ESEA programs to supplement its formula grant allocation under certain other federal ESEA programs. An LEA can only redirect funds within its administrative unit and between programs in which the LEA participates. Note: Districts eligible for Title VI, Part B, Small Rural Schools (SRS) stop here. Do not complete this form. For redirection of allocated funds, complete the SRS program page 43 in the consolidated application. Notes: An LEA may not redirect the use of any of its Title I, Part A funds to any other title. An LEA that intends to redirect funds must conduct consultations with private school officials (as per Section 9501 of ESEA) if the proposed redirect of funds takes funds from a program that provides services to students, teachers or other educational personnel from private schools. Limits on Transferability of Funds—Percent of Funds An LEA that has not been identified as being in need of improvement under Title I, Part A or as being subject to corrective action under Title I, Part A may redirect the use of up to 50 percent of its formula allocation from any or all of the four listed programs to any of the five listed programs. An LEA that has been identified as being in need of improvement under Title I may redirect the use of up to 30 percent of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activit | District N | ame: | | | | • | Entity No. (Elem or K-1 Entity No. (High Schoo | • | | | | |
|--|---|---|------------------------------|--------------------|---------|------------------------|---|-----------|--|--|--|--|
| Notes: An LEA that intends to redirect funds must conduct consultations with private school officials (as per Section 9501 of ESEA) if the proposed redirect of funds takes funds from a program that provides services to students, teachers or other educational personnel from private schools. Limits on Transferability of Funds—Percent of Funds An LEA that has not been identified as being in need of improvement under Title I, Part A or as being subject to corrective action under Title I, Part A may redirect the use of up to 50 percent of its formula allocation from any or all of the four listed programs to any of the five listed programs. An LEA that has been identified as being in need of improvement under Title I may redirect the use of up to 30 percent of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c). An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds. Transfer of Funds In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which you are redirected Title I Part A Title II Part A Title II Part D Title IV Part A Title V Part A | allocation | allocations for certain federal ESEA programs to supplement its formula grant allocation under certain other federal ESEA programs. | | | | | | | | | | |
| An LEA that intends to redirect funds must conduct consultations with private school officials (as per Section 9501 of ESEA) if the proposed redirect of funds takes funds from a program that provides services to students, teachers or other educational personnel from private schools. Limits on Transferability of Funds—Percent of Funds An LEA that has not been identified as being in need of improvement under Title I, Part A or as being subject to corrective action under Title I, Part A may redirect the use of up to 50 percent of its formula allocation from any or all of the four listed programs to any of the five listed programs. An LEA that has been identified as being in need of improvement under Title I may redirect the use of up to 30 percent of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c). An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds. Transfer of Funds In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title to which the use of funds is being redirected | Note: | | | | | | | | | | | |
| An LEA that has not been identified as being in need of improvement under Title I, Part A or as being subject to corrective action under Title I, Part A may redirect the use of up to 50 percent of its formula allocation from any or all of the four listed programs to any of the five listed programs. An LEA that has been identified as being in need of improvement under Title I may redirect the use of up to 30 percent of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c). An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds. Transfer of Funds In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected | Notes: | An LEA that intends to redirect funds must conduct consultations with private school officials (as per Section 9501 of ESEA) if the proposed redirect of funds takes funds from a program that provides services to students, | | | | | | | | | | |
| under Title I, Part A may redirect the use of up to 50 percent of its formula allocation from any or all of the four listed programs to any of the five listed programs. An LEA that has been identified as being in need of improvement under Title I may redirect the use of up to 30 percent of its formula allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c). An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds. Transfer of Funds In the following table, enter into the appropriate column the <u>percent of funds</u> you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the <u>programs</u> impacted by the redirection; you <u>do not</u> need to modify the budgets because you will fiscally account for the funds under the program <u>from which</u> the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title I Part A Title II Part A Title II Part D Title IV Part A Title V Part A | | | Limits or | n Transferability | of Fu | inds-Percent of Fun | <u>ids</u> | | | | | |
| allocation from any or all of the four listed programs to supplement its school improvement activities or for improvement activities under Title I Section 1116(c). An LEA that has been identified as being subject to corrective action under Title I may not redirect the use of any funds. Transfer of Funds In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title I Part A Title II Part D Title IV Part A Title V Part A | under Tit | le I, Part A may re | edirect the use of up | | | | | | | | | |
| Transfer of Funds In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title I Part A Title II Part D Title IV Part A Title V Part A | allocation | from any or all o | of the four listed prog | | | | | | | | | |
| In the following table, enter into the appropriate column the percent of funds you are redirecting from a title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title I Part A Title II Part D Title IV Part A Title V Part A | An LEA t | hat has been ider | ntified as being subjec | ct to corrective a | ction | under Title I may no | t redirect the use of ar | ıy funds. | | | | |
| first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you <u>do not</u> need to modify the budgets because you will fiscally account for the funds under the program <u>from which</u> the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consolidated application to the Modification Request form. Title from which funds are being redirected Title I Part A Title II Part D Title IV Part A Title V Part A | | | | Transfe | er of l | Funds | | | | | | |
| are being redirected Title I Part A Title II Part A Title II Part D Title IV Part A Title V Part A | first column) to a different title (those listed in the first row). If you are redirecting funds, you must submit a Budget and Program Modification Request for Federal Programs form for each title from which you are redirecting funds. Use the Modification Request form to modify only the programs impacted by the redirection; you do not need to modify the budgets because you will fiscally account for the funds under the program from which the funds were originally allocated. You may describe the program changes on the Modification Request form or you may attach revised pages from your consoli- | | | | | | | | | | | |
| | | | | Title to wi | hich | the use of funds is be | eing redirected | | | | | |
| | | | | | | | | | | | | |

Fiscal/Program Reporting: I understand that any funds redirected for the use in another title will be accounted for fiscally under the title from which the funds were originally allocated and programmatically under the title for which they were used.

| Authorized Representative | Signature: | Phone: | Date: |
|------------------------------|------------|--------|-------|
| Clerk/Business Official | Signature: | Phone: | Date: |

For OPI Use ONLY

2004-05 Annual Consolidated Application Progress Report

| District: | | | County: | | | | | LE: | | | | | | | | |
|----------------|------------------------|---|----------------------|-------|--|------------|------------|---|---------------------|----------------|---------------|----------------------|----------|---------------------------|---|--------|
| _ | 1 | | 2 | | 3 4 | | | | | 5 | | | 6 | | | |
| Prog | ram Title | Application has been Received by OPI (Due May 30) | | | Application has been Checked in at OPI | | | OPI is Returning this Section to the District for Changes | | | | | E | Budget for the Applica | ect/Budget of this Section ation has been proved | n of |
| | | | | | | | | | | | | | | PB B | Date | |
| | | | | | | | | | | | | | EL | | | |
| Title I, | , Part A | | | | | | \neg $ $ | | | | | | HS | | | 二 |
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OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501 HELENA MT 59620-2501 www.opi.state.mt.us (406) 444-3095 (888) 231-9393 (406) 444-0169 (TTY) Linda McCulloch Superintendent

April 2004

Dear ESEA Consolidated Application Authorized Representative:

The following contains the ESEA Consolidated Application information for Title I, Part A; Title II, Parts A and D; Title IV, Part A; Title V, Part A; and Title VI, Part B, Subparts 1 and 2.

Application Due Date and Allocation Information for Fiscal Year 2004-05

The completed application must be submitted to the Office of Public Instruction (OPI), no later than May 30, 2004. Allocation information for covered programs is provided online at http://www.opi.state.mt.us/FederalPrograms/Index.html. Allocations for all programs are based on preliminary information provided to the OPI by the U.S. Department of Education. Final information concerning state allocations is usually received in the OPI before July 1 of each year. It is possible district allocations may change following receipt of the final state allocations.

Fiscal Closeout Report, Budget/Program Modification and Cash Advance Request Forms
For your use during the 2004-05 school year, these forms are needed to administer the above listed programs:

- Fiscal Closeout Report form (Due November 10) http://www.opi.state.mt.us/pdf/FEDPrgms/FsclClosout.pdf
- Annual Budget and Program Modification Request form (Due June 1 for projects that end June 30, September 1 for projects that end September 30) http://www.opi.state.mt.us/pdf/FEDPrgms/BudModReq.pdf
- 3. Cash Advance Request form (This form must be received at the Office of Public Instruction by the 25th of the month PRECEDING the first month a cash advance is needed. The amount requested for a particular month will be sent on the 10thday of that month.) http://www.opi.state.mt.us/pdf/FEDPrgms/CashAdvReq.pdf

[&]quot;It is our mission to advocate, communicate, educate and be accountable to those we serve."

Project Year

The project year for ESEA Titles I, Part A; II, Parts A and D; IV, Part A; V, Part A; and VI, Part B, Subparts 1 and 2 will be 15 months, beginning July 1, 2004, and ending September 30, 2005. This will allow districts ample time to expend project funds without requesting project extensions. However, the district may close the project earlier than September 30, 2005, and may submit Final Program Reports and Fiscal Closeout Reports before November 10, 2005.

Final Program Reports for the 2003-04 School Year

You will use these forms to report on the 2003-04 (current school year) programs. The ESEA Title II, Part A and Part D, and Title V, Part A final Program Reports will be sent to districts in May. There is no Final Program Report for ESEA Title IV, Safe and Drug-Free Schools and no Final Program Report for ESEA Title VI, Small, Rural School Achievement Program and Rural and Low-Income School Program. All Final Program Reports for the 2003-04 school year are due at the OPI no later than November 10, 2004.

Grant Files Required

The OPI policy requires the district business office to maintain a central file for each grant project, including a copy of the approved application, approved budget, award letter, and all other significant related correspondence. Please give a copy of every grant document to the district clerk to ensure compliance. (See OPI State and Federal Grants Handbook, section 400-11 for further information.)

Web Site Address

The OPI Web site address http://www.opi.state.mt.us/FederalPrograms/ will supply you with information for the current project year. The OPI State and Federal Grants Handbook is located at the above Web site.

Questions

The Office of Public Instruction staff join me in wishing you and your staff a successful school year. Please do not hesitate to contact us if we may assist you. You may also contact me by telephone, (406) 444-5541 or by e-mail, ncoopersmith@state.mt.us.

Sincerely,

Nancy Coopersmith, Assistant Superintendent

Department of Education Services

Nancy Corpersoni

Attachments

ESEA Title IA: BJ Granbery, bgranbery@state.mt.us

ESEA Title IIA: Pat Johnson, patjohnson@state.mt.us

ESEA Title IID: Michael Hall, mhall@state.mt.us

ESEA Title IVA: Cathy Kendall, cakendall@state.mt.us
ESEA Title VA: Pat Johnson, patjohnson@state.mt.us

ESEA Title VI : Peggy Azure, pazure@state.mt.us

